

# Cover Sheet: Request 14835

## PHT 6322C Pediatric Physical Therapy Modification

### Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	3/26/2020 1:29:54 PM
Updated	3/30/2020 5:29:48 PM
Description of request	Update of course description and pre-requisites and change of grading status from letter grade to S/U.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Physical Therapy 313305000	Amy Ladendorf		3/30/2020
PHT6322 Pediatrics Physical Therapy 032620 Final.docx					3/26/2020
College	Approved	PHHP - College of Public Health and Health Professions	George Hack		3/30/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/30/2020
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|Modify for request 14835

### Info

**Request:** PHT 6322C Pediatric Physical Therapy Modification

**Description of request:** Update of course description and pre-requisites and change of grading status from letter grade to S/U.

**Submitter:** Candice Vogtle cvogtle@ufl.edu

**Created:** 3/26/2020 1:13:29 PM

**Form version:** 1

### Responses

**Current Prefix** PHT

**Course Level** 6

**Number** 322

**Lab Code** C

**Course Title** Pediatric Physical Therapy

**Effective Term** Summer

**Effective Year** 2020

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** Yes

**S/U Only Status** Change to S/U Only

**Change Contact Type?** No

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** Yes

**Current Course Description** Current developmental therapy with emphasis on developmental concepts related to therapeutic intervention.

**Proposed Course Description (500 characters max)** Course will provide formative feedback to enable students to synthesize foundational concepts across the curriculum and patient clinical experiences to advance problem solving and critical thinking skills for the pediatric client. Collaborative

learning will advance therapeutic handling and build expertise in assessment, plan of care, and treatment techniques

**Change Prerequisites?** Yes

**Current Prerequisites** Permission of department

**Proposed Prerequisites** PHT 6168C-Neuroscience, PHT 6762C-Neuro-Rehabilitation, PHT 6771-Musculoskeletal Disorders, PHT 6187C, 6190C-Motor Control/Therapeutic Exercise, and PHT 6830, 6861, 6811-Clinical Education

**Change Co-requisites?** No

**Rationale** This course is a movement-based course requiring a high level of motor control for developing advanced therapeutic handling skills for patient care in the Doctorate of Physical Therapy Program. A student's learning at this level is optimized through formative feedback that is meaningful, understood, and acted upon in "real time" which is also consistent with "real world" clinical practice. This allows students and mentors to place constructive feedback in context and integrate new strategies into their overall learning. This instructional environment allows mentors to monitor student responses and in turn students can adapt their facilitation strategies in the moment. This course mimics a clinical setting with real patients. A student will have the opportunity to develop these skills with a high level of motor control in a safe environment through synchronous mentoring, identifying their strengths and targeting those areas needing more practice. This change in the grading of this course will contemporize and align our training of students with clinical expectations. The expectation of our clinical partners is high, which demands a level of proficiency and competence in these motor and behavioral skills in our students. Involving students as partners in their education has been found to improve motivation, and achievement. Cauley, McMillan 2010 A mastery-goal orientation versus performance, enhances learning, understanding, improvement, mastering of new skills, and taking challenges to advance skill. Nursing and medical schools have long used this assessment strategy and teaching approach to improve the motor abilities necessary to perform an advanced procedure. Boghdady, Alijani 2017 Moving to a Satisfactory/Unsatisfactory grading scheme in this course using a specialized population will decrease the competitiveness of receiving a grade and focus students more on individual goals to advance their therapeutic strategies and techniques

## PHT 6322C Pediatric Physical Therapy

Credit hours: 4 credits

Sections: 7296, 7309, 7F69

Semester: Summer 2020

Delivery Format: In Person

Tuesdays 8AM to 12:00PM

**Instructor Name:** Claudia Senesac

**Room Number:** PT 1134

**Phone Number:** 352-273-6453

**Email Address:** csenesac@php.ufl.edu

**Office Hours:** Tuesday 3:00-4:00pm, Friday 7:30-8:30am, other times available by appointment

**Teaching Assistants:**

**Preferred Course Communications** (e.g. email, office phone): csenesac@php.ufl.edu

**Prerequisites:** PHT 6168C-Neuroscience, PHT 6762C-Neuro-Rehabilitation, PHT 6771-Musculoskeletal Disorders, PHT 6187C, 6190C-Motor Control/Therapeutic Exercise, and PHT 6830, 6861, 6811-Clinical Education

## Purpose and Outcome

### Course Overview

The pediatric course will provide formative feedback to enable students to synthesize foundational concepts across the curriculum and patient clinical experiences to advance problem solving and critical thinking skills for the pediatric client. Collaborative learning will advance therapeutic handling and build expertise in assessment, plan of care, and treatment techniques.

### Description of Course Content

- The course will include the following: typical development, reflexes important in the neonate and influence on movement development, atypical development and its clinical outcomes, integration of motor learning and motor control concepts as these relate to treatment and their application to pediatrics, family dynamics and the role of the therapist, delivery models for pediatric practice, early intervention, ethical and legal issues. Assessment and therapeutic intervention strategies for pediatric clients and their dynamic use during a 6 week treatment experience with patients from the community. The course will cover selected medical conditions specific to the pediatric population.
- Didactic, movement lab experiences, hands on experience with pediatric patients from private clinics in the community, treatment demonstrations, and special guest speakers will be included in this course to facilitate specific objectives and expose the student to the collaborative nature of patient treatment.
- The course is designed to focus on treatment and handling skills specifically with the pediatric population as the example of pathology. However, emphasis is placed on the overlap and application of concepts, techniques, critical thinking skills, and problem solving as these apply to all populations. Application of current motor learning and motor control concepts and evidence based practice across populations will be emphasized.
- Didactic materials will be presented online through Canvas and through recommended texts including but not limited to: power point, required readings, references, optional readings, in class research, and other. Materials posted 1week in advance of class discussion.
- Students are responsible for all required materials and will be tested weekly through canvas quizzes (video and/or paper) consisting of 5-10 questions. These will be formative in nature allowing multiple attempts followed by discussion.
- Class will be organized to review in more detail the topic posted. This will consist of discussion, video, analysis, patient demonstration, problem solving, differential diagnosis, research, student presentation, and lab periods for hands on treatment techniques.

### Relation to Program Outcomes

DPT program outcomes listed below directly relate to this course, connecting with the overall goals, activities, and course objectives.

This course will assist students to:

- be independent problem-solvers and critical thinkers* to prioritize and execute a plan of care for a pediatric patient by analyzing movement components using observational and hands on assessment for treatment building.
- be autonomous practitioners able to diagnose and treat movement disorders:* Students will be able utilize differential diagnosis during an evaluation of a pediatric patient by analyzing movement components using observational and hands on assessment.
- be physical therapists who address the unique physical and psychosocial characteristics of each individual client:* Students will work directly with families of their assigned patient during the clinical experience to gather information about family goals for their child and how these can be incorporated into their home (natural) environment.
- be physical therapists who provide safe and effective physical therapy services in a variety of clinical settings:* Students will work with pediatric patients during the clinical experience mentored by a pediatric therapist. Individual and group formative feedback will be given with regard to safety and execution of physical therapy services. Each member will develop an action plan to incorporate

- Feedback.
- be Life-long learners fostered through an emphasis on evidence-based clinical practice. Small and large group discussions including lab periods with instruction in treatment techniques will be based on the current evidence based-clinical practice. Group work will incorporate research through PubMed and other online resources for discussion.
- work in a collaborative learning environment that promotes scholarship, service and education. Students will work in small groups to foster communication skills and an ability to listen to and act on constructive feedback from their peers and group mentor. Opportunities will be given to participate in service through community reach groups in the program, pro-bono work, or conferences related to the pediatric client.

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

**TERMINAL OBJECTIVES:** [83% level of proficiency to pass the course]

Upon successful completion of the course, students will be able to:

1. Evaluate a patient with disability utilizing differential diagnosis, and the ICF (WHO) model of disablement, including identification of limitations, impairments, and participation.
2. Create a plan of care for a pediatric client including a summary of clinical findings, PT prognosis, and short and long term goals.
3. Execute intervention and prioritize treatment progression for a pediatric client based on current literature and clinical experience of pediatric expert clinical mentors.

**ENABLING OBJECTIVES:** [83% level of proficiency to pass the course]

Upon successful completion of the course, students will be able to:

- Develop strategies based on evidence based practice, observations, hands on assessment to interpret; typical and atypical development across domains, (reflexes that interfere with acquisition of skills, how children learn to move, and acquisition of postural control and balance reactions).
- Discriminate characteristics of common pediatric conditions.
- Summarize common pediatric behavior problems.
- Analyze need for adaptive equipment or appropriate current equipment given a case scenario, live demonstration, and/or client.
- Analyze movement components using observational and hands on assessment for treatment building.
- Selection and execution of appropriate assessment tools and outcome measures based on evidence based practice and established guidelines.
- Develop a plan of care with short and long term goals following a clinical evaluation using a case scenario, video, and/or client.
- Manage appropriate treatment techniques for a client to meet established goals.
- Competently manage treatment techniques for a client that meets established goals.

### **Instructional Methods**

Instructional methods include in-class and online lecture, online PowerPoint slides, readings, posted preparatory learning activities, discussion (asynchronous on Canvas and face-to-face during class meetings), individual and group assignments, presentations, and lab experiences.

### **Teaching Methods: (In class, online, out of the classroom)**

This is a lecture/lab course. Certain parts for the course are presented online as preparatory work with the higher level learning including analysis and synthesis of the material during class-time. The lectures will include formal presentations including power point, videos, and class discussions. Labs will provide movement experiences and treatment strategies, including patient demonstrations, followed by discussion. Small group discussions will be led by students and supervised/mediated by instructors. Patient interaction, student participation for supervised hands on experience will be provided. Students are expected to come to class prepared to participate having accessed preparatory material online including but not limited to power point, required readings, and other required headings. Topics will be available through e-learning for independent study in preparation for class, labs, and discussion. Overall objectives are listed in terminal and enabling objectives with individual objectives presented for each section with a more detailed focus.

### **Formative Learning Component**

What is formative learning and why is it important?

This course is a skill based course and will be assessed using a formative model of learning. The goal of formative assessment is to monitor and mentor student learning to provide ongoing feedback that can be used by students to improve their learning. Formative assessments have been shown to help students identify their strengths and weaknesses and target areas that need work. This model will help faculty recognize where students are struggling and address problems immediately by adapting their teaching methods.

We will use this model throughout the course to enhance your mastery of therapy skills to meet the objectives of this course specifically during lab experiences and the 6-week clinical experience.

<https://www.cmu.edu/teaching/assessment/basics/formative-summative.htm>

Accessed 1/21/2020

## What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## Course Materials and Technology

**Course website:** <https://elearning.ufl.edu/> Course announcements, syllabus, slides, handouts, assignments and additional readings posted here.

Peer-reviewed Journal Articles, policy briefs, public reports, and other materials will be used as required and recommended readings. The list of readings for each week is posted on the course outline. Links to all readings are posted on Canvas.

**Required Technology:** You must bring a computer to class. You will be accessing online resources and researching special topics in class during group work. See technical support below.

**Recommended Textbooks: \*** Multiple sections of the two books listed below will be used throughout the course.

Pediatric Therapy: An Interprofessional Framework for Practice-Catherine Thompson. SLACK, 2018. \*available @ [www.Amazon.com](http://www.Amazon.com) or from Slack publishers ~ \$62

Handbook of Pediatric Physical Therapy 3rd ed.-Toby Long, Britta Battaile, Kathleen Toscano, Wolters Kluwer, 2019.\*available @ [www.Amazon.com](http://www.Amazon.com) or from Wolters Kluwer publishers ~\$40 [available on Kindle too]

## Other resources that may be referenced in the course include the following links available through public access:

- The Early Childhood Technical Assistance Center: [www.ectacenter.org](http://www.ectacenter.org)
- Division for Early Childhood of the Council for Exceptional Children: <http://www.dec-sped.org/>
- National Association for the Education of Young Children: <https://www.naeyc.org/>
- The IRIS Center, Online Resources/Training Modules: <https://iris.peabody.vanderbilt.edu/>
- Hanft, B. & Shephard, J. (2008). *Collaborating for student success: A guide for school-based occupational therapy*. Bethesda: AOTA Press.
- McWilliam, R.A. (2010). *Routines-based early intervention: Supporting young children and their families*. Baltimore: Brookes.
- Center for the Developing Child – Harvard University  
<https://developingchild.harvard.edu/resourcecategory/reports-and-working-papers/>
- Pediatric Academy: <https://pediatricapta.org/index.cfm> | <https://pediatricapta.org/index.cfm>
  - Fact Sheets for special pediatric topics:
  - Follow link: <https://pediatricapta.org/fact-sheets/>
- Pediatric Neurologic Exam-University of Utah:  
[http://library.med.utah.edu/pedineurologicexam/html/newborn\\_n.html](http://library.med.utah.edu/pedineurologicexam/html/newborn_n.html)
  - \*\*you will need to **Download Quick Time** to view these videos
- Early Childhood Recommended Practices Modules: <https://rpm.fpg.unc.edu/welcome>

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>

**Additional textbooks as references for those that want more detail:** (\*OPTIONAL) Many of these resources are available from the instructor, library, or through online resources.

1. Umphred, DA. *Neurological Rehabilitation* 7th edition. Mosby Elsevier, 2020
2. Shumway-Cook A, Woollacott MH. *Motor Control: Translating Research into Clinical Practice*. 5<sup>th</sup> edition. Lippincott Williams & Wilkin 2016.
3. Michael A. Alexander, MD | Dennis J. Matthews, MD. *Pediatric Rehabilitation Principles and Practice*, 5<sup>th</sup> Edition | Demos Medical Publishing 2015.
4. Chen DJ, Martin ST. WB Saunders Company, 3rd edition 2011.
5. Schmidt RA. *Motor Control and Learning a Behavioral Emphasis*. Human Kinetics, 4<sup>th</sup> or 5<sup>th</sup> edition, 2005, 2011, 2017.
6. Susan K. Effgen, *Meeting the Physical Therapy Needs of Children*, F.A.Davis, 2nd edition, 2012.
7. Dranch M. *The Clinical Practice of Pediatric Physical Therapy*. From the NICHD to Independent Living

7. Ditach, M. *The Clinical Practice of Pediatric Physical Therapy*, From the NICU to Independent Living. Lippincott Williams & Wilkins, 2007.
8. Tecklin, Jan S. *Pediatric Physical Therapy*, Lippincott Williams & Wilkins, 5th edition 2014.
9. Dodd K.J., Imms C. and Taylor N.F., *Physiotherapy and Occupational Therapy for People with Cerebral Palsy: A Problem-Based Approach to Assessment and Management*. Mac Keith Press 2010.
10. Campbell SK, Vander Linden DW, Palisano RJ. *Physical therapy for Children*, Saunders, Elsevier, 4<sup>th</sup> edition 2012.
11. Palisano RJ., Orlin MN, Schreiber J., *Campbell's Physical Therapy for Children*, Elsevier, 5<sup>th</sup> edition 2016.
12. Danto AH, Pruzansky M. 1001 *Pediatric Treatment activities: Creative Ideas for Therapy Sessions*. 2<sup>nd</sup> edition. Slack Incorporated 2015
13. Palisano RJ, Orlin M, Schreiber J. *Campbell's Physical Therapy for Children Expert Consult*, 5e. Elsevier 2016.
14. Rahlin M. *Physical Therapy for Children with Cerebral Palsy*. Slack Incorporated 2016.
- 15.

### Academic Requirements and Grading

#### Testing and grading:

This course is a non-lettered grade course. Your participation will be assessed as Satisfactory/Unsatisfactory with an 83% proficiency in each domain listed in the table of requirements. **Your attendance is expected for labs, guest speakers, demos, clinical experience, and group work in class.**

#### Grading

This course is graded on a pass/fail (satisfactory/unsatisfactory) basis. All assignments and clinical experiences must be completed and turned in to pass the course. You will need to reach 83% level of proficiency to pass the course in each domain listed in the table of requirements.

S (satisfactory)	U (Unsatisfactory)
83% proficiency [in each domain listed in the table below]	<83% proficiency [In any one of the categories]

More information on UF grading policy may be found at:

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

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Weekly Quizzes Includes material covered in class, online, and lab experiences [ <i>Mastery Format</i> ] see under quizzes below for description]	Each quiz will open on a Friday and will close the following Monday	10% [~1% each]
2 Canvas Exams Includes all material covered within time frame prior to date of exam ( lab, lecture, groups, online materials) Final is cumulative [see under exams below for description]	First exam Week 6 Final exam 7/24	20% [10% each]
Group work: assessed by mentor and group peer rubric [see under group work for description]	Weekly	20% [Participation over 12 week semester]
Clinical experience Will be based on rubrics from peers, mentor, family [see under clinical experience for description]	6 sessions Begins 6/5 Ends 7/17	30% [Based on 6 weeks of clinical interaction with patient/f]
Lab Competency This is based on peer and mentor assessment via rubric [see under competency for description]	(2) First comp. Week 5 Second comp. 7/28	20% [10% each]
		100%

**Mastery Format Quizzes:** [1] *weekly, total quizzes worth 10%* [1] Quizzes will be given weekly on canvas covering material from the weeks readings, recommended texts, video, lectures, guest speakers, handouts, and labs preceding. Each quiz will be posted on canvas at the end of each week (Friday's) and you will have until the next Monday to finish the quiz. You will be given formative feedback on your incorrect answers on canvas and allowed to take the quiz up to 3 times.

**2 Exams:** [1] *6/12 & 7/24, 10% each* [1] There will be two online exams taken in class, consisting of questions drawn from the readings, recommended texts, video, lectures, guest speakers, handouts, and labs preceding the exam. Exams will include multiple choice, true/false, short answer, and essay. Please refer to the unit/module course objectives online and other posted reviews as a study guide for exams. You will take the exam individually which will be given in canvas and proctored in class. After the exam the instructor will provide the questions to the class that have less than 80% proficiency. These questions will be discussed as a group to further enhance problem solving, critical thinking, and reasoning to ensure a more thorough understanding of the material.

**Group Work:** [1] *Weekly, 20%* [1] Group work [1] will be assessed weekly by your team members and mentor for your group using a rubric that will focus on your communication skills, ability to listen to constructive feedback, and development of a plan for the next week. The rubric will be posted on canvas for your review. You will be given constructive feedback each week (Friday's) and will then develop an objective measurable goal for the following week to address this feedback. Your weekly plan should be uploaded on canvas by the next class period (Monday).

**Clinical Experience:** [1] *Begins 6/5, Ends 7/17, 30%* Attendance for this experience is expected. If you are unable to fulfill this commitment an alternative experience will be assigned. This experience is to provide an opportunity for hands on learning under the supervision of a licensed pediatric physical therapist mentor. The goal is to improve your handling skills, problem solving, critical thinking skills, and ready you for your final 3 clinical rotations. There will be 6 [1] treatment sessions. You will be responsible for fulfilling your commitment with the patient group you are assigned to. A rubric will be given with clear expectations for this experience including: communication, preparation, appropriate activities, safety, appropriate handling skills for selected activities, coordination with other team members. This form is available on canvas under Rubrics: Clinical Experience. Feedback will be provided by: your mentor assigned to your group, peer assessment, collaboration with the other group assigned to your patient, and family member of the participating patient. Formative feedback will be given to enhance your learning experience using specific rubrics to focus the feedback on your strengths and areas of improvement.

**Two Lab Competencies:** [6/6] *& 7/28, 10% each* [1] The student will perform handling techniques on one of the instructors. These are given in a group model with formative feedback given by your peers and the instructor to enhance your learning and provide an environment for learning skilled movement. These competencies are assessed according to a rubric that will be filled out by participants in your group as well as the instructor and reviewed with each student for immediate feedback. The competency is pass/fail for each component. The rubric will be posted prior to the competency. In the event that the student does not score 83% on the competency, remediation will be available with one of the instructors and then re-testing will be arranged until all components are passed.

### **Policy Related to Required Class Attendance**

#### **Attendance:**

As adult learners in the DPT program, every class and lab period is important to facilitate development, and therefore attendance is expected for the scheduled didactic and clinical education experiences. We strongly encourage students to attend and actively participate in every session. On several days over the semester, master clinicians have restructured their busy clinic schedule in order to teach this class. On Friday's (6 class periods-see schedule) children will attend the course to receive supervised therapy from SPT's. Therefore, *excessive tardiness or absenteeism for these sessions (more than twice) may result in a professionalism warning.* [1] Students should inform the instructor of planned absences at least a week in advance. Per department policy, students must notify the department by phone (273-6085) in the event of an emergency or other unexpected absence.

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>

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

- a. Policy related to exams: Can only be made up with an excused absence. [1] In extraordinary circumstances it may be possible to take an exam early or late. Please consult with the instructor if necessary. If for any reason you are unable to attend an exam at the last minute, you must notify the instructors as soon as possible. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual [1] basis.
- b. Policy Related to Unexcused Absences: [1] **You are allowed one (1) unexcused absence.** [1] It will be your responsibility to make up the work that you missed.
- c. Excused absences: The instructor should be contacted as soon as possible. Excused absences include but are

not limited to: documented illness, death in the family, or other special circumstance to be discussed with instructor. It is the students responsibility to make arrangements with the instructor to make up the work that was missed.

- d. Policy related to patient experiences: If an experience is missed it is the students responsibility to contact the instructor who will arrange to provide a similar experience or makeup schedule. This experience is to meet the outcomes and objectives set for this course.
- e. Technical issues related to submissions: 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 the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### Student Expectations, Roles, and Opportunities for Input

**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. **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.
5. 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.
6. Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.
7. While it is anticipated that professional physical therapy students will behave with tact and courtesy online, please follow the following guidelines for Internet etiquette:
  - In the real world we can see facial expressions, gestures, and hear tone of voice. We do not have that extra information online. It is easy to misinterpret the other person's meaning. Be cognizant of how you are communicating to your faculty and peers online.
  - Flaming is an expression of a strongly held (usually negative) opinion without holding back emotion. This online class does not allow flaming.
  - YELLING: Using all capital letters in your writing is considered yelling online. Please make sure your caps lock is off.
  - Flaming, yelling or inappropriate comments are considered disruptive to a professional learning environment. If you are angry or upset related to something in this class, make an appointment with the instructor for a telephone conference. Students who are disrespectful of the instructor or fellow classmates during discussion will be denied access to the course until the matter can be resolved.
8. Students are expected to actively participate in discussions and lab and group 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, supervisors and professors, students gain an understanding of relationships in professional role.
9. Professional (Clinical) attire should be worn for guest lecturers, patients, and during the clinical experience:
  - a) Clean long khaki or black pants that remain fitted when moving and bending.
  - b) Collared or 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. Socks are needed for work on the therapy mats.
  - d) Jewelry & make-up kept to a minimum. No hats. No fragrances.

10. **Lab attire:** wear approved lab attire as described in the PT Student Handbook. You will be on the floor during these labs. **Do not wear low cut shirts on these days or shorts that expose your gluteals! Short shorts are not appropriate.** You will be asked to **remove your shoes** during lab and patient treatment periods if working on the floor on mats. Socks may be worn during labs to protect the feet.

11. 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.

12. **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.

13. **Cell Phones:** Cell phones should be turned off and not used during class or lab periods. This includes making or receiving phone calls and/or texting. Breaks are given throughout the block time periods to access/use your phone.

14. **Recording Devices:** Permission from the instructor must be given prior to recording any lecture or lab period.

#### 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 and will be referred to the Student Conduct and Conflict Committee Through the Dean of Students Office.**

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

#### SUPPORT SERVICES

##### Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should

connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, 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](tel:(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)

**Come prepared to think out loud, ask questions, participate, and learn. Leave yourself open to grow. It requires much teamwork, collaboration, imagination, creativity, energy, thinking outside the box, problem solving, critical thinking, analyzing, synthesizing information, and most importantly...a sense of humor. You will be learning to use your hands, your brain, and your heart!**

***If we are all thinking alike.....we are not thinking***

**BRING IT and develop as a PROFESSIONAL**