

Cover Sheet: Request 13877

OTH 6XXXC Occupation-based Practice, Participation, and Health for Children and Youth

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	4/19/2019 1:15:35 PM
Updated	10/15/2019 1:13:36 PM
Description of request	This course addresses the influence of occupation-based practice on health and well-being for children and youth with impairments that impact participation. Students will learn to facilitate performance of clients and their families across domains to improve health in natural environments, such as homes, communities and schools.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Occupational Therapy 313303000	Christine Myers		4/19/2019
No document changes					
College	Approved	PHP - College of Public Health and Health Professions	Stephanie Hanson		4/25/2019
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	At request of C. Vogtle.	9/12/2019
No document changes					
College	Recycled	PHP - College of Public Health and Health Professions	Candice Vogtle		9/12/2019
No document changes					
Department	Approved	PHP - Occupational Therapy 313303000	Sherrilene Classen		9/12/2019
No document changes					
College	Recycled	PHP - College of Public Health and Health Professions	Candice Vogtle		9/12/2019
No document changes					
Department	Approved	PHP - Occupational Therapy 313303000	Christine Myers		9/23/2019
OTH 6XXXC Occupation-based Practice and Health_Participation for Children and Youth 9_9_19 UCC.docx					9/23/2019
College	Approved	PHP - College of Public Health and Health Professions	Candice Vogtle		10/15/2019
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/15/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13877

Info

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Description of request: This course addresses the influence of occupation-based practice on health and well-being for children and youth with impairments that impact participation. Students will learn to facilitate performance of clients and their families across domains to improve health in natural environments, such as homes, communities and schools.
Submitter: Christine Myers ctmyers@pnhp.ufl.edu
Created: 9/23/2019 10:54:13 AM
Form version: 2

Responses

Recommended Prefix OTH
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code C
Course Title Occupation-based Practice, Participation, and Health for Children and Youth
Transcript Title Occ Part Health Child
Degree Type Professional

Delivery Method(s) On-Campus
Co-Listing No
Co-Listing Explanation NA
Effective Term Spring
Effective Year 2020
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3

Course Description This course addresses the influence of occupation-based practice on health and well-being for children and youth with impairments that impact participation. Students will learn to facilitate performance of clients and their families across domains to improve health in natural environments, such as homes, communities and schools.

Prerequisites OTH 6622C Occupation-Based Practice, Participation, and Health with a grade of C or higher

Co-requisites NA

Rationale and Placement in Curriculum This course is situated in the spring semester, second year of the Doctor of Occupational Therapy program. During this semester, the specific application of previously acquired knowledge to more complex activities and issues of participation in children and youth is emphasized. 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 for children and youth. The course builds upon knowledge and skills for adult clients that was taught in the fall semester. 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: human occupation and health, 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. Evaluate client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, rest, sleep, leisure, and social participation in the community setting.

3. Within the home and community, provide intervention, including compensatory strategies, to

address occupational performance for children and youth with disabilities.

4. Address occupational performance across environments (e.g., home, school, community) through evaluation, adaptations, and environmental modifications.

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

6. Implement strategies for supervision and collaboration with professionals within community and school settings for children and youth.

7. Describe the processes related to transition services that occupational therapists use for children, youth, and families in schools and the community.

8. Evaluate community mobility needs of youth and describe options and strategies to improve participation.

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

Course Textbook(s) and/or Other Assigned Reading • Case-Smith, J., & O'Brien, J. C. (2015). Occupational therapy for children and adolescents. St. Louis: Elsevier. ISBN: 9780323169257

• TopHat classroom response system will be used in class. You must have access to it. URL: <https://app.tophat.com/e/775328> The 6-digit Join Code: 742089

• Our program has a subscription to the ICE Video Library. You can access streaming clinical videos at: <https://videos.icelearningcenter.com/universityofflorida>. The password is UFOT2017

• Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>

Weekly Schedule of Topics Week/Topic(s)

1) Introduction to Course

An Overview of OT for Children and Youth

Foundations and Practice Models for OT with Children and Youth

2) Working with Families

Coaching Models

3) Early Intervention- Service Delivery, Teaming, Natural Environments, Coaching

4) Play- Development, OT Assessment, Interventions to Improve Play Participation

5) Exam 1

Lab Notebooks Due

School-based OT- Service Delivery, Working in the Classroom, Teaming with Teachers and other Providers, Inclusion

6) Intervention to Promote Social Participation for Children with Mental Health and Behavioral Disorders

7) ADLs- Assessment and Intervention for Children and Youth

8) IADLs- Assessment and Intervention for Children and Youth

SPRING BREAK

9) Level 1 Fieldwork

10) Exam 2

Lab Notebooks Due

AT & Mobility Interventions to Increase Participation

11) Social Participation for Youth

12) Addressing the Cognitive Domain to Increase Participation

13) Addressing the Cognitive Domain to Increase Participation (cont.)

Supporting Participation after Concussion

14) Transition to Adulthood

15) Exam 3

Lab Notebooks Due

Competency Exams

Case study competency due

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>
<http://www.dso.ufl.edu>
www.multicultural.ufl.edu

Grading Scheme Requirement Points or % of final grade (% must sum to 100%)

3 exams (15 points each)	45 points
Case study competency	30 points (pass/fail)
Professionalism	5 points
Lab notebook submissions (2.5 points each)	7.5 points
Assessment competency	12.5 points (pass/fail)
Total	100 points

Instructor(s) TBD

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6XXXC: Occupation-based Practice, Participation, and Health for Children and Youth
(3 credits)
Spring: 2020
Delivery Format: On-Campus

Instructor Name: TBD

Room Number:

Phone Number:

Email Address:

Office Hours:

Teaching Assistants:

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

Course to be held on Mondays 3

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period

Prerequisites

OTH 6622C Occupation-Based Practice, Participation, and Health with a grade of C or higher

PURPOSE AND OUTCOME

Course Overview

This course addresses the influence of occupation-based practice on health and well-being for children and youth with impairments that impact participation. Students will learn to facilitate performance of clients and their families across domains to improve health in natural environments, such as homes, communities and schools.

Relation to Program Outcomes

This course is situated in the spring semester, second year of the Doctor of Occupational Therapy program. During this semester, the specific application of previously acquired knowledge to more complex activities and issues of participation in children and youth is emphasized. 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 for children and youth. The course builds upon knowledge and skills for adult clients that as taught in the fall semester. Laboratory activities are used to develop and evaluate individual student competencies. The focus is on instructional outcomes, from Phase 1 of the curriculum framework, related to the following curricular themes: human occupation and health, critical thinking for practice and scholarship, psychomotor skills, collaborative practice, and professionalism.

Course Objectives and/or Goals

Student Learning Objectives- By the end of the course, students will be able to:

1. Demonstrate ability to identify safety concerns and address safety of self and others.
2. Evaluate client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, rest, sleep, leisure, and social participation in the community setting.
3. Within the home and community, provide intervention, including compensatory strategies, to address occupational performance for children and youth with disabilities.
4. Address occupational performance across environments (e.g., home, school, community) through evaluation, adaptations, and environmental modifications.
5. Apply the concepts of grading and adapting to client-centered and/or family-centered occupational therapy interventions, including those involving the environment.
6. Implement strategies for supervision and collaboration with professionals within community and school settings for children and youth.
7. Describe the processes related to transition services that occupational therapists use for children, youth, and

families in schools and the community.

8. Evaluate community mobility needs of youth and describe options and strategies to improve participation.
9. Positively change behavior based on constructive feedback received in class.

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 include blended learning activities.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	1/9	Introduction to Course An Overview of OT for Children and Youth Foundations and Practice Models for OT with Children and Youth	Case-Smith Ch. 1 & 2
2	1/16	Working with Families Coaching Models	Case-Smith Ch. 5
3	1/23	Early Intervention- Service Delivery, Teaming, Natural Environments, Coaching	Case-Smith Ch. 22
4	1/30	Play- Development, OT Assessment, Interventions to Improve Play Participation	Case-Smith Ch. 17
5	2/6	Exam 1 Lab Notebooks Due School-based OT- Service Delivery, Working in the Classroom, Teaming with Teachers and other Providers, Inclusion	Case-Smith Ch. 23
6	2/13	Intervention to Promote Social Participation for Children with Mental Health and Behavioral Disorders	Case-Smith Ch. 11
7	2/20	ADLs- Assessment and Intervention for Children and Youth	Case-Smith Ch. 15
8	2/27	IADLs- Assessment and Intervention for Children and Youth	Case-Smith Ch. 16
	3/5	Spring Break	
9	3/12	Level 1 Fieldwork	
10	3/19	Exam 2 Lab Notebooks Due AT & Mobility Interventions to Increase Participation	Case-Smith Ch. 19 & 20
11	3/26	Social Participation for Youth	Case-Smith Ch. 12
12	4/2	Addressing the Cognitive Domain to Increase Participation	Case-Smith Ch. 10
13	4/9	Addressing the Cognitive Domain to Increase Participation (cont.) Supporting Participation after Concussion	Case-Smith Ch. 10
14	4/16	Transition to Adulthood	Case-Smith Ch. 4 & 25
15	4/23	Exam 3 Lab Notebooks Due Competency Exams Case study competency due	
16	4/30	Finals Week	No final exam- all work com turned in

Course Materials and Technology

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

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

Required Course Materials & Textbooks:

- Case-Smith, J., & O'Brien, J. C. (2015). Occupational therapy for children and adolescents. St. Louis: Elsevier.
- TopHat classroom response system will be used in class. You must have access to it. URL: <https://www.tophat.com/s/775229> The 6 digit Join Code: 742080

- Our program has a subscription to the ICE Video Library. You can access streaming clinical videos at: <https://videos.icelearningcenter.com/universityofflorida> . The password is UFOT2017
- Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>

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

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Exams (2/6, 3/19, 4/23): Three multiple choice exams are given at regular intervals throughout the class. Multiple choice exams are used to assess critical thinking in relation to knowledge and skills taught in the course and are provided in the style used on the NBCOT Certification Exam (e.g., there may be more than one “right” answer, but the student must identify the “best” answer). The exams will not be cumulative and they will be given in class on Canvas.

Case Study Competency (30 points, due 4/23): 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. Submit the final assignment to Canvas.

Assessment Competency (12.5 points, due 4/23): Through demonstration and oral response, students will demonstrate their proficiency and understanding of relevant assessments used in class. Each student will be provided an assigned time and must plan to participate in the competency as if they were getting ready to work with a real patient. Basic referral information will be provided to students and they are responsible for choosing an assessment and showing competence in assessment administration. More information about the competency and a copy of the grading rubric is provided on Canvas.

Lab Notebook Grades (7.5 points total, 2.5 points each, due 2/6, 3/19, 4/23): Students must attain a passing grade for each lab notebook submission. Failing submissions will be returned to the student. Upon receipt, the student is responsible for improving the notebook within a specified timeframe, which is determined by the grading faculty member, until the notebook receives the passing grade. Students who miss a lab must attach a copy of the *signed and approved* Excused Absence Petition Form to the completed lab sheet. Submit the lab notebook to Canvas.

Professionalism (5 points, assessed all semester): Student professionalism will be observed throughout the course and monitored. The Professionalism Rubric will be reviewed on the first day of class (see Canvas for a copy of rubric) and will be used to guide the instructor in monitoring professionalism. Please see the Professional Behavior section of this syllabus for more information on expectations for this course.

Requirement	Due date	Points or % of final grade (% must sum to 100%)
3 exams (15 points each)	2/6, 3/19, 4/23	45 points
Case study competency	4/23	30 points (pass/fail)
Professionalism	All semester	5 points
Lab notebook submissions (2.5 points each)	2/6, 3/19, 4/23	7.5 points
Assessment competency	4/23	12.5 points (pass/fail)
Total		100 points

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.

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
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-

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

More information on UF grading policy may be found at:

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

Exam Policy

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

Policy Related to Make up Exams or Other Work

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

Pass/Fail Competency Grades: Students must demonstrate competency (i.e., pass all elements in the competency assessments) in order to pass this 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.

Policy Related to Required Class Attendance

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

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

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

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

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

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

4. See the information on absences in "Attendance Policies" above and the [Absence Policy](#) in the *OTD Student Handbook* published on the OTD program website. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
5. **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 additional details:

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

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

Online Faculty Course Evaluation Process

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

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