

Cover Sheet: Request 11673

SPA 3XXX Critical Review of Scientific Evidence in Health Professions

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	5/4/2017 8:36:19 AM
Updated	11/13/2017 3:08:40 PM
Description of request	This course provides students with concepts of the scientific process (inductive and deductive reasoning, foundations of inductive statistics, research design) as well as offering practice in critical thinking and avoiding the cognitive illusions that lead to invalid conclusions. The goal is to train students to become critical consumers of information.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Speech, Language, and Hearing Sciences 313306000	Candice Vogtle		5/4/2017
No document changes					
College	Approved	PHP - College of Public Health and Health Professions	Candice Vogtle		5/9/2017
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Candice Vogtle	Added to September agenda.	8/16/2017
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Candice Vogtle	Please revisit title and content. Please obtain and upload consultations from CALS and CLAS.	9/20/2017
No document changes					
College	Approved	PHP - College of Public Health and Health Professions	Candice Vogtle	Title has been modified per review by and consult with CLAS and CALS.	10/11/2017
CALS and CLAS Consult SPA3XXX Course.pdf					10/11/2017
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Candice Vogtle	Added to November agenda	10/23/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2017
No document changes					
Statewide Course Numbering System					

Step	Status	Group	User	Comment	Updated
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 11673

Info

Request: SPA 3XXX Critical Review of Scientific Evidence in Health Professions

Description of request: This course provides students with concepts of the scientific process (inductive and deductive reasoning, foundations of inductive statistics, research design) as well as offering practice in critical thinking and avoiding the cognitive illusions that lead to invalid conclusions. The goal is to train students to become critical consumers of information.

Submitter: Candice Vogtle cvogtle@ufl.edu

Created: 10/11/2017 4:23:43 PM

Form version: 4

Responses

Recommended PrefixSPA

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleCritical Review of Scientific Evidence

Transcript TitleScientific Thinking

Degree TypeBaccalaureate

Delivery Method(s)4136On-Campus

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course provides students with concepts of the scientific process (inductive and deductive reasoning, foundations of inductive statistics, research design) as well as offering practice in critical thinking and avoiding the cognitive illusions that lead to invalid conclusions. The goal is to train students to become critical consumers of information.

Prerequisites STA2023 or more advanced statistics course

Co-requisites None

Rationale and Placement in Curriculum This course provides students the opportunity to receive advanced education in applied critical analysis. In addition, BHS students are required to take a specific number of approved, upper-division college electives. This course will be added to the approved list of course electives.

Course Objectives Students will be able to:

- Differentiate between the types of questions that can potentially be answered by science and those that can't

- Identify what kinds of information are provided by scientific studies and what constraints exist
- Analyze popular reports of scientific findings for common errors
- Understand the current crisis in statistical replicability across areas of science
- Relate how scientists determine which questions are interesting
- Identify common violations of logic and interpretation errors
- Evaluate the challenges for critical analysis in the age of the internet and social media

Course Textbook(s) and/or Other Assigned Reading Popular press articles as well as other sources (tutorial articles, web pages, etc.) will be posted on elearning. It will be the responsibility of the student to regularly check elearning to see when readings and assignments are available.

Weekly Schedule of Topics Week Lecture Topic(s)

1 1

Introduction

1 2

The Art of Science

- Natural Selection
- Science Vs. Technology
- Evidence-Based Practice

2 3

Theories and Hypotheses

- Perfect Pitch and Tone Languages
- Truth-Preserving Logic Rules and Logical Errors
- Induction Versus Deduction

2 4

Theories and Laws

- Virtues of Theories
- Operational Definitions
- The Scientific Study of Creativity

3 5

Empirical Variables

Written Assignment #1 Due

- Digital Manipulation of Vocal Emotion and Autotune
- Autism – Vaccine Linkages (Lack Thereof)
- Bandura's Social Learning Theory Experiments

3 6 Guest Lecture by TBD on their Career Path and Research Questions

Online Commentary #1

4 7

Review & Whorfian Hypothesis

- Rhythm of Languages and Music
- Relationship of Thought and Language

4 In-Class Exam

5 8

Grants & Academic Scientists

- Gravitational Waves and the Big Bang Theory
- Grant Funding Priorities
- Federal Funding and the University
- 5 9 Empirical Based Approach to Studying: Science of Memory
- Network Models of Memory
- State-Dependent Learning
- Effects of Multi-Tasking on Learning Performance

6 10 Guest Lecture by TBD on their Career Path and Research Questions

Online Commentary #2

6 11

Measurement Theory

- Paradoxes of Infinity
- Determiners of Sufficient Evidence
- Levels of Measurement

7 12

Descriptive Statistics

Written Assignment #2 Due

- Do Animals Dance?

- Graphic Representations of Samples
- Sampling Distribution of the Means
- 7 13 Research Design
- Determinism and Free Will
- Studying the Effect of Television Violence on Aggression
- Inferential Statistics and the Meaning of $p < .05$
- 8 14 Review & Confounding Variables
- Demand Characteristics
- Controls and the Evidence for Computer-Based Cognitive Enhancement
- 8 In-Class Exam
- 9 15 Correlation
- Perceived Intelligence and Attractiveness
- Spurious Correlations
- Science's Problem with Causality
- 9 16

Research Ethics

- Stanley Milgram's Authority Experiments
- The Belmont Report
- Institutional Review Boards
- 10 17 Guest Lecture by TBD on their Career Path and Research Questions
- Online Commentary #3
- 10 18

Conceptual Illusions

- Confirmation Bias
- The Availability and Representativeness Heuristic
- Base Rate Neglect
- 11 19 Dr. Lotto's Science Journey
- Online Commentary #4
- 11 20 The Relationship Between Music and Language
- Written Assignment #3 Due
- The Nature of Pitch Perception
- Ear Worms
- The Evolutionary Advantage Conferred by Music
- 12 21 Review and Guest Lecture
- 12 In-Class Exam
- 13 22 Memes & Fads
- Richard Dawkin's Meme
- Using Only 10% of Your Brain and Other False Ideas
- The Science of Weight Regulation and Weight Loss Fads
- 13 23 Guest Lecture by TBD on their Career Path and Research Questions
- Online Commentary #5
- 14 24 Great Scientific Ideas
- Space Travel and UFOs
- Perceptual Illusions and Evolution
- The Great Scientific Question: Communication Through Speech
- 14 25 Explaining Science to the Public
- Double Slit Experiments and Quantum Physics
- Quantum Entanglement
- James – Lange Theory of Emotion
- 15 26 What Science Can and Cannot Tell Us
- Written Assignment #4 Due
- The Problem of Consciousness
- The Turing Test
- The Unprovable Assumptions Underlying Science
- 15 27 Guest Lecture by TBD on their Career Path and Research Questions
- Online Commentary #6

Final Paper Due

Links and Policies
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>
www.multicultural.ufl.edu
<http://www.counseling.ufl.edu>
<http://www.umatter.ufl.edu/>
<https://evaluations.ufl.edu>
<https://shcc.ufl.edu/>
<https://evaluations.ufl.edu/results/>
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
<http://www.dso.ufl.edu>

Grading Scheme Exams: There will be 3 exams that will test knowledge of presented information as well as synthesis and application of this information to novel situations. Exams will be multiple-choice and short-answer format.

Written Assignments: There will be several written assignments during the semester. These assignments will be responses to particular questions based on a provided scenario. The purpose of these assignments is to determine your ability to present a reasonable argument for a position and to interpret data correctly. These assignments will be short (2 pages – double spaced). As a result, you will need to be concise and “to the point” in your writing.

A Final Position Paper will be due Finals Week. This paper will be slightly longer (4 pages) and will reflect your views of science at the end of the semester. **All written assignments must be written in Times New Roman Font (size 12), be double-spaced, and have one-inch margins around all sides.

Online Discussions: Throughout the semester you will be asked to provide short commentaries on lectures, guest lectures and readings. It is the responsibility of the student to regularly check elearning to determine if such a discussion is assigned and when it is due. These commentaries should be based on insights that the student has regarding the particular topic and questions that the lecture/reading raised in the mind of the student. The Instructor and TA's will look over these commentaries and choose some questions and comments to repeat in class (anonymously). In addition, some commentaries may receive extra points if they are outstanding in terms of the depth of the commentary.

Extra Credit: There are three ways to earn extra credit. The maximum number of total extra credit points that can be earned is 5 (total across the three extra credit types). These points will be added after the total of all exams (curved), written assignments, and discussion scores have been added together (i.e., these points are added to your final grade).

(1) In-Class Clicker Questions - Students can obtain 1 extra credit point for responding in 80% of the classes that include clicker questions (whether or not they responded correctly).

(2) Experiment Participation - Students can obtain 1 extra credit point per hour (or part of an hour) for participating in experiments. A list of appropriate experiments with contact information will be posted on elearning. Signed forms must be turned in by the due date of the final paper to receive extra credit. Other experiments on campus may be appropriate substitutions. These experiments must be approved by the Instructor. **If a student signs up to participate and misses an experiment two times (or is more than 5 minutes late two times) without contacting the experimenter at least an hour prior to his or her designated time, the student will no longer be able to participate in experiments for extra credit.

(3) Research Papers - A three-page paper summarizing and evaluating a research article on speech, hearing, music or acoustics is worth 1 extra credit point. The paper must follow the same formatting as listed above for the written assignments. The article(s) must be pre-approved by the Instructor.

Grading

Requirement and % of final grade
Exam #1 20%

Exam #2 20%
Exam #3 20%
Final Paper 10%
Written Assignments 20%
Online Commentaries Throughout Semester 10%
Extra Credit (Date Final Paper is Due) +5%

Instructor(s) Andrew Lotto

University of Florida
College of Public Health & Health Professions Syllabus
SPA3XXX: Critical Review of Scientific Evidence (3 credit hours)
 Fall: 2017
 Delivery Format: On-Campus
 Class Day/Time: TBD/TBD
 Class Room: TBD

Instructor Name: Andrew J. Lotto, Ph.D.
 Office Number: HPNP 2144
 Phone Number: 294-5716
 Email Address: alotto@phhp.ufl.edu
 Office Hours: TBD; or by appointment
 Preferred Course Communications: Email

Prerequisites: STA2023 or more advanced statistics course

PURPOSE AND OUTCOME

Course Overview: This course is about critical evaluation of the conclusions and implications of scientific studies. A main focus will be how there is an interaction between how humans have evolved to process information and our current means of accessing information digitally. Whereas the examples will often be from the field of Speech, Hearing and Language Sciences, the course will include examples from across many fields including psychology, neuroscience, astrology and even quantum physics. Some of the course will be devoted to learning the methods and concepts in scientific research such as experimental design, manipulation of independent and dependent variables and statistical analysis. However, the majority of the course is devoted to a discussion of how to interpret scientific findings, how to determine if a question is scientifically answerable and how to use science to inform therapies and our everyday lives, based on newly published articles featured in the press. The course is designed to be extremely interactive both during class time and online outside of class. Opportunities for practicing critical thinking and intuition will be offered throughout in order to strengthen these mental abilities. In addition, participants will be provided opportunities to interact with scientists to appreciate their drive and passion and what questions they feel need to be answered in their field.

ASHA Standards Covered (Audiology):

IV-a11. Principles, methods, and applications of psychometrics

IV-a18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations

ASHA Standards Covered (Speech Pathology):

IV-F The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Course Objectives:

Students will be able to:

- Differentiate between the types of questions that can potentially be answered by science and those that can't
- Identify what kinds of information are provided by scientific studies and what constraints exist
- Analyze popular reports of scientific findings for common errors
- Understand the current crisis in statistical replicability across areas of science
- Relate how scientists determine which questions are interesting
- Identify common violations of logic and interpretation errors
- Evaluate the challenges for critical analysis in the age of the internet and social media

Course Structure:

Classes will generally be lecture/discussions of two types: 1) Descriptions of concepts and definitions in science and research; and 2) guest lectures by scientists at various stages in their careers. Both types of lectures are expected to be interactive with plenty of opportunity to ask questions and make comments. In addition, discussion will be continued on the UF elearning system. Students will be asked to comment on the lectures on elearning.

DESCRIPTION OF COURSE CONTENT**Course Schedule (Topics are subject to Change)**

Week	Lecture	Date	Topic(s)
1	1	TBD	Introduction
1	2	TBD	The Art of Science <ul style="list-style-type: none"> - Natural Selection - Science Vs. Technology - Evidence-Based Practice
2	3	TBD	Theories and Hypotheses <ul style="list-style-type: none"> - Perfect Pitch and Tone Languages - Truth-Preserving Logic Rules and Logical Errors - Induction Versus Deduction
2	4	TBD	Theories and Laws <ul style="list-style-type: none"> - Virtues of Theories - Operational Definitions - The Scientific Study of Creativity
3	5	TBD	Empirical Variables <i>Written Assignment #1 Due</i> <ul style="list-style-type: none"> - Digital Manipulation of Vocal Emotion and Autotune - Autism – Vaccine Linkages (Lack Thereof) - Bandura’s Social Learning Theory Experiments
3	6	TBD	Guest Lecture by TBD on their Career Path and Research Questions <i>Online Commentary #1</i>
4	7	TBD	Review & Whorfian Hypothesis <ul style="list-style-type: none"> - Rhythm of Languages and Music - Relationship of Thought and Language
4		TBD	In-Class Exam
5	8	TBD	Grants & Academic Scientists <ul style="list-style-type: none"> - Gravitational Waves and the Big Bang Theory - Grant Funding Priorities - Federal Funding and the University
5	9	TBD	Empirical Based Approach to Studying: Science of Memory <ul style="list-style-type: none"> - Network Models of Memory - State-Dependent Learning - Effects of Multi-Tasking on Learning Performance
6	10	TBD	Guest Lecture by TBD on their Career Path and Research Questions <i>Online Commentary #2</i>

6	11	TBD	Measurement Theory <ul style="list-style-type: none"> - Paradoxes of Infinity - Determiners of Sufficient Evidence - Levels of Measurement
7	12	TBD	Descriptive Statistics <i>Written Assignment #2 Due</i> <ul style="list-style-type: none"> - Do Animals Dance? - Graphic Representations of Samples - Sampling Distribution of the Means
7	13	TBD	Research Design <ul style="list-style-type: none"> - Determinism and Free Will - Studying the Effect of Television Violence on Aggression - Inferential Statistics and the Meaning of $p < .05$
8	14	TBD	Review & Confounding Variables <ul style="list-style-type: none"> - Demand Characteristics - Controls and the Evidence for Computer-Based Cognitive Enhancement
8		TBD	In-Class Exam
9	15	TBD	Correlation <ul style="list-style-type: none"> - Perceived Intelligence and Attractiveness - Spurious Correlations - Science's Problem with Causality
9	16	TBD	Research Ethics <ul style="list-style-type: none"> - Stanley Milgram's Authority Experiments - The Belmont Report - Institutional Review Boards
10	17	TBD	Guest Lecture by TBD on their Career Path and Research Questions <i>Online Commentary #3</i>
10	18	TBD	Conceptual Illusions <ul style="list-style-type: none"> - Confirmation Bias - The Availability and Representativeness Heuristic - Base Rate Neglect
11	19	TBD	Dr. Lotto's Science Journey <i>Online Commentary #4</i>
11	20	TBD	The Relationship Between Music and Language <i>Written Assignment #3 Due</i> <ul style="list-style-type: none"> - The Nature of Pitch Perception - Ear Worms - The Evolutionary Advantage Conferred by Music
12	21	TBD	Review and Guest Lecture
12		TBD	In-Class Exam
13	22	TBD	Memes & Fads <ul style="list-style-type: none"> - Richard Dawkin's Meme - Using Only 10% of Your Brain and Other False Ideas - The Science of Weight Regulation and Weight Loss Fads
13	23	TBD	Guest Lecture by TBD on their Career Path and Research Questions <i>Online Commentary #5</i>
14	24	TBD	Great Scientific Ideas

			<ul style="list-style-type: none"> - Space Travel and UFOs - Perceptual Illusions and Evolution - The Great Scientific Question: Communication Through Speech
14	25	TBD	Explaining Science to the Public <ul style="list-style-type: none"> - Double Slit Experiments and Quantum Physics - Quantum Entanglement - James – Lange Theory of Emotion
15	26	TBD	What Science Can and Cannot Tell Us <i>Written Assignment #4 Due</i> <ul style="list-style-type: none"> - The Problem of Consciousness - The Turing Test - The Unprovable Assumptions Underlying Science
15	27	TBD	Guest Lecture by TBD on their Career Path and Research Questions <i>Online Commentary #6</i>
		TBD	Final Paper Due

Course Materials

Popular press articles (e.g., from *Science Daily*, the *New York Times*, *Newsweek*) as well as other sources (tutorial articles, web pages, etc.) will be posted on e-learning. These articles will then be compared with the original journal articles to see if the conclusions in the popular press are warranted.

It will be the responsibility of the student to regularly check e-learning to see when readings and assignments are available.

Required i>clicker: You are required to have your own i>clicker response system, which can be purchased in the bookstore. You should bring your clicker to each class. These will be used for in-class quizzes and review sessions before each exam. While the in-class quizzes are not graded, they can contribute to your extra credit points (explained below).

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Exams: There will be 3 exams that will test knowledge of presented information as well as synthesis and application of this information to novel situations. Exams will be multiple-choice and short-answer format.

Written Assignments: There will be **four** written assignments during the semester. These assignments will be responses to particular questions based on a provided scenario. The purpose of these assignments is to determine your ability to present a reasonable argument for a position and to interpret data correctly. These assignments will be short (2 pages – double spaced). As a result, you will need to be concise and “to the point” in your writing. Some of the written assignments will be based on research articles. There will be plenty of practice in class reviewing the actual research articles behind current science stories in the news.

A Final Position Paper will be due during Finals Week. This paper will be slightly longer (4 pages). The final paper will consist of answers to four questions applying what you have learned about the critical review of scientific evidence. Each answer will be a short essay of approximately 1 page.

****All written assignments must be written in Times New Roman Font (size 12), be double-spaced, and have one-inch margins around all sides.**

Online Discussions: Throughout the semester you will be asked to provide **six** short commentaries on guest lectures. These commentaries should be based on insights that the student has regarding the particular topic and questions that the lecture raised in the mind of the student. The Instructor and TA's will look over these commentaries and choose some questions and comments to repeat in class (anonymously). Commentaries will not be graded but must be completed to get credit.

Extra Credit: There are three ways to earn extra credit. The maximum number of total extra credit points that can be earned is 5 (total across the three extra credit types). These points will be added after the total of all exams (curved), written assignments, and discussion scores have been added together (i.e., these points are added to your final grade).

(1) In-Class Clicker Questions - Students can obtain 1 extra credit point for responding in 80% of the classes that include clicker questions (whether or not they responded correctly).

(2) Experiment Participation - Students can obtain 1 extra credit point per hour (or part of an hour) for participating in experiments. A list of appropriate experiments with contact information will be posted on elearning. Signed forms must be turned in by the due date of the final paper to receive extra credit. Other experiments on campus may be appropriate substitutions. These experiments must be approved by the Instructor. ****If a student signs up to participate and misses an experiment two times (or is more than 5 minutes late two times) without contacting the experimenter at least an hour prior to his or her designated time, the student will no longer be able to participate in experiments for extra credit.**

(3) Research Papers - A three-page paper summarizing and evaluating a research article on speech, hearing, music or acoustics is worth 1 extra credit point. The paper must follow the same formatting as listed above for the written assignments. The article(s) must be pre-approved by the Instructor.

Grading

Requirement	Due date	% of final grade
Exam #1	TBD	20%
Exam #2	TBD	20%
Exam #3	TBD	20%
Final Paper	TBD	10%
4 Written Assignments	TBD	20% (5% for each assignment)
6 Online Commentaries	Throughout Semester	10%
Extra Credit	TBD (Date Final Paper is Due)	+5%

Point system used

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

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

Exam Policy

The three exams will be the main method for assessing the knowledge base described in the ASHA standards listed above. The exams will take place at the time of the class in the assigned classroom.

Policy Related to Make up Exams or Other Work

Make up exams must be discussed with the instructor prior to the time of the originally scheduled exam. Please discuss any issues with the exam/assignment schedule as soon as possible. Late homework will be docked 10% on the score for each late day.

Policy Related to Required Class Attendance

Whereas attendance will not be recorded, attendance is expected and failure to attend will affect opportunities for class participation credit and the ability to write sufficient online commentaries.

For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

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.

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

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/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. 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 make sure you provide this letter to me by the end of the second week of the course. 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.