Cover Sheet: Request 15899

OTH 6156 – Seminars in Driver Rehabilitation Therapy Modification

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	2/26/2021 11:41:14 AM
Updated	3/16/2021 10:54:43 AM
Description of request	Request to reduced course credits from 3 credits to 2, modify pre-requisites and remove co-requisites.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 33030000	Christine Myers		3/4/2021
No document changes					
College	Recycled	PHHP - College of Public Health and Health Professions	Stephanie Hanson	The description provided indicates prerequisites and co-requisites are being modified. However, there are no changes on the syllabus consistent with this. Please also address content changes that reduce the material students need to learn to reflect a credit reduction (you addressed assignments but not course content). Thanks	3/9/2021
No document changes					
Department	Approved	PHHP - Occupational Therapy 33030000	Christine Myers		3/16/2021
OTH 6156 Seminars_DRT_Syllabus Credit Reduction from 3 to 2 credits.3.15.docx					3/16/2021
College	Approved	PHHP - College of Public Health and Health Professions	Stephanie Hanson		3/16/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/16/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15899

Info

Request: OTH 6156 – Seminars in Driver Rehabilitation Therapy Modification
Description of request: Request to reduced course credits from 3 credits to 2, modify pre-requisites and remove co-requisites.
Submitter: Candice Vogtle cvogtle@ufl.edu
Created: 2/26/2021 11:34:55 AM
Form version: 1

Responses

Current Prefix
Enter the current three letter code (e.g., POS, ATR, ENC).

    Response:
    OTH

Course Level
Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

    Response:
    6

Number
Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

    Response:
    156

Lab Code
Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Course Title
*Enter the current title of the course as it appears in the Academic Catalog.There is a 100 character limit for course titles. *

    Response:
    Seminars in Driver Rehabilitation Therapy

Effective Term
Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual

effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Spring

Effective Year
Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
2022

Requested Action
Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?
Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?
Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?
Note that a change in credit hours requires submission of a course syllabus.

Response:
Yes

Current Credit Hours

Response:
3

Proposed Credit Hours

Response:
2

Change Variable Credit?
Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Current Min and Max Credits

Response:
3

Proposed Min and Max Credits

Response:

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?
Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?
Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
Prerequisites:
OTH 6151 Applied Research in Driver Rehabilitation Therapy,
OTH 6153 Screening, Assessment, Evaluation and Intervention in Driver Rehabilitation Therapy

Proposed Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.
(There is a limit of 246 characters)
* *

Response:
OTH 6150 Foundations Models and Theory in Driver Rehabilitation Therapy

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:
Yes

Current Co-requisites

Response:
OTH 6157 On-Site Mentoring in Driver Rehabilitation Therapy

Proposed Co-requisites

Response:
None

Rationale
Please explain the rationale for the requested change.

Response:
Because of the nature of this seminar course and the results of a full program evaluation, the department has agreed to reduce the course credits from 3 to 2. The discussion requirements have been reduced from two discussion responses per week to one response to a discussion post per week. In addition, the course paper assignment is being reduced from two papers to one paper. See track on syllabus. These changes do not impact the course objectives originally approved. We are concurrently submitting a request to remove the prerequisites from the overall professional
certificate and not require the co-requisite currently listed in the syllabus. This was based on feedback from a full program evaluation completed after the first cohort graduated in December of 2019.

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6156: Seminars in
Driver Rehabilitation Therapy (Course 5)
(3 2 credit hours)
~~Fall~~ Spring ~~2018~~2022
Delivery Format: Online
Course Website TBA

Instructor Name: Sandra Winter, PhD, OTR/L
Room Number: On-Line
Phone Number: (352) 273-7486 or Cell (352)214-3436
Email Address: smwinter@PHHP.UFL.EDU
Office Hours: By appointment
On-line Course Hours: **Wednesday 7:00 PM- 8:00PM EST** via Canvas
Semester: Fall
Teaching Assistants: NA
Preferred Course Communications (e.g. email, office phone): email smwinter@phhp.ufl.edu

Prerequisites:
Completed OTH 6150 Foundations Models and Theory in Driver Rehabilitation Therapy
~~Completed OTH 6151 Applied Research in Driver Rehabilitation Therapy~~
~~Completed OTH 6153 Screening, Assessment, Evaluation and Intervention in Driver Rehabilitation Therapy~~
~~Co-requisite: Enrolled in OTH 6157 On-Site Mentoring in Driver Rehabilitation Therapy~~

PURPOSE AND OUTCOME

Course Overview
This course is designed to inform students about a variety of practices/ policies/ procedures and skills in the field of driver rehabilitation therapy. Two-hour lecture/discussions will be led by seasoned driving researchers, driver rehabilitation specialists, a transportation engineer, rehabilitation scientists, an ethicist, and physicians. This course will complement the specific in depth knowledge of the students pertaining to a wide variety of topics, and will also add breadth of knowledge for the entry level driver rehabilitation therapist.

Relation to Program Outcomes
Students will develop the knowledge (e.g., leadership styles/opportunities/roles), skills (e.g., imparting risk management strategies to DRT practices) and resources (e.g., strategies/resources/organizations to help clients adjust to driving cessation and alternative transportation) to understand, integrate and apply the theoretical underpinnings of Driver Rehabilitation Therapy. Such actions are necessary to meet the criteria and competencies necessary to practice as an entry-level driver rehabilitation specialist.

Course Objectives and/or Goals
After successfully completing this course student will be able to:

1. Recognize the opportunities for leadership roles in driver rehabilitation therapy.

Commented [PL1]: Because of the nature of the course and the results of a full program evaluation, the department has agreed to reduce the course credits from 3 to 2. The format of lectures is converting from live synchronous training to asynchronous. The discussion requirements have been reduced from two discussion responses per week to one response to a discussion post per week. In addition, the course paper assignment is being reduced from two papers to one paper. See track changes below. These changes do not impact the course objectives originally approved.

Commented [PL2]: The department is currently proposing to remove these two courses from the certificate program. Therefore, they will not be perquisites to this course.

Commented [PL3]: A full program evaluation completed by the department resulted in the removal of this course as a co-requisite. Students can complete this course without having to take OTH 6157 as a pre/requisite.

2. Describe the implications of the cultural context on driving performance.
3. Outline key considerations and resources for operating a driver rehabilitation business.
4. Synthesize approaches in dealing with populations with neurological disorders (specifically epilepsy, multiple sclerosis, and Parkinson's disease).
5. Describe risk management strategies for driver rehabilitation therapy practice.
6. Locate and identify potential community mobility resources.
7. Explain strategies to help clients adjust to driving cessation and alternative transportation.
8. Identify the utility of technology for driver rehabilitation therapy.
9. Compare and contrast the use of automated vehicles vs. standard vehicles for the clinically-at-risk populations
10. Evaluate appropriate clinical responses to manage potential ethical issues that may arise in a driver rehabilitation therapy practice.
11. Synopsize the physician's roles, tasks and responsibilities in determining and reporting issues in clinical fitness to drive.

Instructional Methods

Lecture
Each week a lecture is conducted by a content expert. Slides are posted on the course website prior to the lecture. Students are required to go through the slides and complete the required readings prior to listening to the content expert during the online class.

Readings
Each week, assigned readings are posted on the course website. Students are expected to have read all literature and websites in advance of the class and discussion forums.

Online Class
All lectures will be recorded and viewed by students asynchronously. Students are expected to watch the lectures each week to keep up with the discussion board (see below). The class will meet on Wednesday from 7:00 PM- 8:00PM EST. Students are expected to participate by sharing their reflections based on the course readings. The course instructor will lecture, but also "poke" and "probe" to invite creative thinking based on knowledge application. Specifically, student perspectives will be solicited through case study discussions, sharing of best practices, making clear the best evidence. Synthesis of knowledge will be expected through application of critical thinking and clinical reasoning. See the instructions on Canvas for logging onto Canvas. Students are advised to log onto Canvas 15 minutes prior to class in case of technical difficulties.

> **Commented [PL4]:** The course lecture will switch from hour long live sessions to asynchronous review of the weekly content. This change, along with the reduction in student assignments is the rationale for reducing the number of credits in the course from 3 to 2.

Instructor Moderated Discussion Forum Post
The week's content expert/lecturer posts a discussion question on the course site. Students are expected to write a thoughtful, relevant, and original response to the question and when appropriate cite references. The discussion forum questions are designed to inspire critical thinking and to invite students to negotiate responses or challenge one another's thoughts in a scholarly and respectful way. When writing posts it is best to compose responses on a word processing software, check for grammar and spelling, and then paste into the weekly discussion forum. All posts are due on **Fridays by 11:59 PM EST**.

Responses to Instructor Moderated Discussion Forum Posts
Students are required to respond to a minimum of ~~two~~ one other classmates' posts by **Sunday at 11:59 PM EST each week**. Students are required to read, analyze, appraise and challenge or support at least one other classmate's posts each week. Responses must be thoughtful, concise, yet clear and embodying a scholarly

rationale. In general responses to discussion posts should expand on, politely challenge, or support with a reasoned rationale, the concepts in the post.

<u>Application Papers</u>

By ~~week 8 and~~ <u>week</u> 15 of the fall semester, students will deliver a paper (for each of those weeks) to further explore and reflect on the topics under discussion. Specifically, the paper~~s~~ will demand a reflection on a topic of interest (delivered during the seminar series), synthesis and integration of additional information related to the topic under discussion, and a clear application of how the topic informs clinical practice.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (Any changes to weekly topic will be posted in advance)

Week	Date	Topic	Lecturer (Assignments are specific to each lecturer)
Week 1	Aug 21-27	Course overview	Sandra Winter, PhD, OTR/L
Week 2	August 28 - Sept 3	Cultural underpinnings of driver rehabilitation therapy	Sandra Winter, PhD, OTR/L
Week 3	September 4 - 10	Transportation policy changes and impact on driving rehab	Sandra Winter, PhD, OTR/L
Week 4	September 11 - 17	Transportation Engineering -The future is here	Siva Srinivasan, PhD, College of Engineering, UF
Week 5	September 18 - 24	Risk management in driver rehabilitation therapy	Dianna Robertson, BScOT, MScOT, CDRS, JD Access Driver Rehab Specialists Vancouver, BC
Week 6	September 25 – October 1	Business practices for a driver rehabilitation therapist PART I	Miriam Monahan, OTD, CDRS, CDI
Week 7	October 2 - 8	Ethical issues of autonomous vehicles	Duncan Purves, PhD – College of Liberal Arts and Sciences – Department of Philosophy
Week 8	October 9 -15	Teen and Novice Drivers	Flaura Winston, MD - Children's Hospital of Philadelphia Injury Prevention Center
Week 9	October 16 - 22	Epilepsy and driving—an international perspective	Stephan Eisenschenk, MD - College of Medicine - Dept of Neurology, UF
Week 10	October 23 – October 29	Multiple sclerosis and driving. Responsibilities to identify and report fitness to drive issues. * Paper 1 Due (application of a topic discussed in the preceding weeks to clinical practice)	Aaron Carlson, MD – Movement Disorders Program at the Fixel Institute for Neurological Diseases at UF Health
Week 11	October 30 - November 5	Community Mobility and Transitioning from Driving	Sandra Winter, PhD, OTR/L & Fran Carlin-Rogers – Consultant in Senior Transportation

Week 12	November 6 - 12	Driving Cessation Counseling	Miriam Monahan, OTD, CDRS, CDI
Week 13	November 13 - 19	Medications and driving; Parkinson's disease and driving; Breaking the news related to driving cessation	Adolfo Ramirez-Zamora, MD - Movement Disorders Program at the Fixel Institute for Neurological Diseases at UF Health Driver with PD Family member
Week 14	November 20-26	Automated vehicles	Sherrilene Classen, PhD, MPH, OTR/L, FAOTA, FGSA
Week 15	Nov 27-Dec3	Panel discussion *Paper 2 Due (application of a topic discussed in the preceding weeks to clinical practice)	Sandra Winter, PhD, OTR/L

Course Materials and Technology

Referenced Textbook
McGuire, M. J., & Schold Davis, E. (Eds.). (2012). *Driving and community mobility: Occupational therapy strategies across the lifespan*. Bethesda, MD: American Occupational Therapy Association, Inc.

Required and Optional Readings
Copies of all the articles in the reading list above are available from the course site.

Technology requirements include the following:
High speed internet access

A computer that:
- Enables connection to outside websites (flexible firewall)
- Has multimedia playback capabilities (video/audio)
- Is capable of running a recent version of Chrome, Firefox, or Safari
- Earphones with microphone

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

Activity	Due Date	Weight
Discussion posts	Weekly	20%
Responses to discussion posts	Weekly	20%
Participation in online class	Weekly	20%
Two application papersApplication paper on any twoone of the topics presented (Application of a topic to clinical practice chosen from topics discussed in the preceding weeks)	Paper 1: 15 Oct 2018 Paper 2: 03 Dec 2018	40%
		Total: 100%

Point system (i.e., how do course points translate into letter grades).

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

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

The letter grade to grade point conversion table is below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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
This course does not have formal examinations.

Policy Related to Make up Exams or Other Work
Assignments throughout this course will cumulatively contribute to the student's grade. If a student misses elements in this course equal to 10% (e.g., class attendance, discussion forums, and assignments) the student will be required to provide documentation of medical or emergency issues. Alternative methods of evaluation may be negotiated.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. Students must e-mail the course instructor within 24 hours of the technical difficulty to request a make-up.

Policy Related to Required Class Attendance
Students are expected to attend all class activities. Regardless of attendance students will be held accountable for all course material.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Responsible professional and ethical conduct is expected throughout the course. Netiquette, i.e., the correct or acceptable way of communicating on the Internet, is expected from students during all virtual interactions. Students are expected to actively engage throughout the semester through respectful interaction with all members involved in the course (peers, instructors, faculty, etc.). Student will be expected to apply self-management skills to balance meeting virtual setting course demands with competing time and resources. Students will utilize self-appraisal and feedback from course members to continuously improve clinical reasoning, critical thinking, professional (and personal) growth, and roles consistent to those expected from an entry level DRS. Finally, students will provide and receive constructive feedback to/from course members to foster a rich course experience for you and your peers that facilitates overall mastery of the course objectives

Communication Guidelines
Professional interaction, and consistently modelling a professional demeanor, will be expected during all communications with fellow students, peers, colleagues, course instructors, faculty, staff and other stakeholders. Phone, Skype or e-mail is acceptable forms of communication, as agreed upon, with the course instructor.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

Online Faculty Course Evaluation Process
Students are expected to provide 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/.

On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please use the UF Health screening system (https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/) and follow the instructions on whether you are able to attend class.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, 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 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.

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