

University of Florida
College of Public Health & Health Professions Syllabus
CLP 7317: Advanced Health Psychology and Behavioral Medicine (3 credit hours)
Biopsychosocial Mechanisms in Women's Health
Focus on Mental/Behavioral Health
 Spring 2024, 11:45am – 2:45pm
 Delivery Format: Zoom; Occasionally may be offered in person in HPNP 3170
 Course Materials Available Through Canvas

Instructor Name: Deidre B. Pereira, PhD, ABPP
Room Number: HPNP 3150
Phone Number: Office: 352-273-6039
Email Address: dpereira@ufl.edu
Office Hours: By Appointment
Preferred Course Communications: Email

Prerequisites

CLP 7936: Behavioral Health and Illness or on approval from the instructor

PURPOSE AND OUTCOME

Course Overview

This course will examine the (a) pathophysiology of health processes and conditions unique to and primarily affecting women, (b) biopsychosocial predictors of health and well-being of women, and (c) biopsychosocial interventions to improve the health and well-being of women.

Early in the course, the construct of being a woman as it pertains to sex assigned at birth and gender identity will be explored. The majority of clinical and research literature in “women’s health” has been geared toward individuals who identify with their assignment at birth as a female. However, existing clinical and research literature relying on self-reported sex may include individuals of any sex identifying as female gender or those who are transgender women. Most of this existing literature does not contain interpretation of material in context of the unique lived experiences of individuals of any sex identifying as female gender or those who are transgender. This is a limitation of the material that will be learned in this course.

Another limitation concerns material that will be covered related to the effects of endogenous ovarian hormones on health and well-being. The production of endogenous ovarian hormones or ability to become pregnant are not bases on which to define being a woman. Transgender men may produce endogenous ovarian hormones and receive *exogenous* ovarian hormones; individuals identifying with female sex as assigned at birth may *not* produce endogenous ovarian hormones or have the ability to become pregnant for a wide variety of reasons. Individuals identifying as intersex may experience similar complexities.

Yet, in order to facilitate instruction of the course, the terms “women” and “women’s health” will be used frequently (including in this syllabus), with the acknowledgment that there are complexities and nuances regarding using these terms and referring to these constructs.

Instructor’s Personalized Diversity Statement

A core personal and professional value of mine is to honor and respect the rights and dignity of individuals from contexts marked by intersections among race, ethnicity, culture, sex, gender identity, sexual identity, socioeconomic status, ability status, and the like. Consistent with this, this course is taught and intended to be experienced from a lens of cultural humility and with respect and appreciation for individual and cultural diversity. Diversity, equity, inclusion, and advocacy (DEIA) principles will be incorporated into weekly didactics and discussions. DEIA principles will be discussed from a lens emanating from extant clinical and empirical literature. Active and vibrant dialogue, including respectfully-proffered disagreements, with respect to course content is welcome.

Instructor’s Positionality Statement

I identify as a White, Non-Hispanic cis-gendered woman (she/her/hers) living with a health-related disability. I was raised within a home environment grounded in German and Irish ethnicity. German was spoken in my household, although my current German language skills are very limited. My current home environment is also grounded in Hispanic (Nicaraguan) ethnicity. Both English and Spanish are spoken in my current home environment.

Students are welcome to disclose individualized positionality statements at any point during the course in whatever way they may be comfortable. Students are also welcome to provide their Personal Gender Pronouns. However, this is in no way expected or required. Students are expected to respect and honor any student's decision to provide or not provide these. These decisions will in no way advantage or disadvantage a student's grade or standing in the course.

I look forward to enthusiastically welcoming discussion in the classroom concerning all belief systems about sex and gender. Students' individual beliefs pertaining to these constructs will be honored. It is expected that all dialogue concerning these constructs are respectfully proffered, received, and discussed by students.

Relation to Program Outcomes

Women live longer than men and yet are said to "live more poorly" than men across the lifespan. Thus, (a) understanding how biopsychosocial processes contribute to women's morbidity and mortality, on the one hand, and health and wellness on the other hand, and (b) providing effective interventions for this population are critical competencies for the clinical health psychologist.

Course Objectives and/or Goals

By the end of the course, the student should be able to:

- (a) Discuss the pathophysiology of mental, behavioral, and physical health conditions with high prevalence and incidence among women.
- (b) Identify the biopsychosocial factors involved in the initiation, maintenance, and exacerbation of mental, behavioral, and physical conditions among women.
- (c) Discuss the role of clinical health psychology interventions in the promotion of wellness and in the assessment and treatment of mental, behavioral, and physical conditions among women.

Instructional Methods

Primary teaching methods include classroom based instruction and process-oriented discussion and dialogue.

DESCRIPTION OF COURSE CONTENT (DATES ON WHICH MATERIAL IS COVERED MAY VARY)

Wk	Date	Topic	In-Class Activities, Deadlines, and Due Dates	Readings		
				Reference No. (See Reference List at End of Syllabus)	Required	Recommended
1-2	1/9/2024, 1/16/2024	Sex, Gender, & Health	<ul style="list-style-type: none"> Review syllabus Select dates for journal article discussion and case conceptualization presentation 1/16/2024: Discuss potential patients for case conceptualization assignments 	1	X Underlined Sections	X All Else
				2	X Chapter 1	
				3	X Executive Summary, Introduction	X All Else
				4		X
				5	X	
				6	X	
				7		X
				8		X
3-4	1/23/2024, 1/30/2024	Women's Mental & Behavioral Health: Focus on Anxiety and Trauma and Stressor-Related Disorders	<ul style="list-style-type: none"> 1/23/2024: Finalize patient for case conceptualization assignments 1/30/2024: Deadline for obtaining permission from supervisor to present patient for assignment Movie: An Invisible War Movie: The Hunting Ground Courtroom Clip 	2	X Chapter 84	
				9	X Chapter 11	
				10	X	
				11	X	
				12	X	
				13	X	
				14	X Chapter 4	

Wk	Date	Topic	In-Class Activities, Deadlines, and Due Dates	Readings		
				Reference No. (See Reference List at End of Syllabus)	Required	Recommended
				15	X	
				16	X	
				17	X	
5-6	2/6/2024, 2/13/2024	Women's Mental & Behavioral Health: Focus on Anxiety and Trauma and Stressor-Related Disorders SPOTLIGHT ON SEXUAL HARASSMENT	<ul style="list-style-type: none"> Video: Testimony of Anita Hill Movie: Anita: Speaking Truth to Power (2013) Video: Women in Science, Frances Conley, MD Video: Sexual Harassment in Academia: https://vimeo.com/477178878 Video: Sexual Harassment in Academia: https://www.youtube.com/watch?v=3beu9vQrXvM 	18		X
				19		X (pp. 36-40)
				20	X	
				21	X	
				22	X	
				23	X	
				24	X	
				25		X
7	2/20/2024	Women's Mental & Behavioral Health: Personality Disorders	<ul style="list-style-type: none"> Journal article discussions (1) Midterm released on Canvas on 2/20/2024 	26	X	
				27	X	
				28	X	
				29	X	
				30	X Chapter 2	
				31	X	
8-9	2/27/2024, 3/5/2024	Women's Mental & Behavioral Health: Focus on Depression	<ul style="list-style-type: none"> Journal article discussions (2/27: 1, 3/5: 1) Midterm due by 3/5/2024 at 12pm 	32	X	
				33	X	
				34	X	
				35	X	
				36	X	
				37	X	
				38	X	
				2	X Chapter 13, Chapter 83	

Wk	Date	Topic	In-Class Activities, Deadlines, and Due Dates	Readings		
				Reference No. (See Reference List at End of Syllabus)	Required	Recommended
				14	X Chapter 13	
				39		X
				40		X
				41		X
				42		X
10	3/12/2024	Women's Mental & Behavioral Health: Focus on Substance Use	<ul style="list-style-type: none"> Journal article discussions (2) Video: Intervention: <i>Leslie, Dallas</i> 	43	X	
				44	X	
				45	X	
				46	X	
				47	X	
				48	X Chapter 7	
				49	X	
				50	X	
11	3/19/2024	No Class: Spring Break				
12	3/26/2024	Women's Mental & Behavioral Health: Focus on Substance Use (<i>Continued</i>)	<ul style="list-style-type: none"> Journal article discussions (2) Video: Intervention: <i>Leslie, Dallas</i> 	See 3/12/2024	See 3/12/2024	See 3/12/2024
13	4/2/2024	Women's Mental & Behavioral Health: Focus on Sex, Sexuality, Sexual Dysfunctions, and Sexual Violence	<ul style="list-style-type: none"> Journal article discussions (2) Movie: <i>Orgasm, Inc.</i> (2009) 	51	X	
				52	X	
				53	X	
				54	X	
				55	X	
				56	X	
				57	X	

Wk	Date	Topic	In-Class Activities, Deadlines, and Due Dates	Readings		
				Reference No. (See Reference List at End of Syllabus)	Required	Recommended
				58	X	
				59	X	
				60	X	
14	4/9/2024	Biopsychosocial Case Conceptualizations of Women's Health	<ul style="list-style-type: none"> • Student presentations (3) 	Provided by Students	X	
15	4/16/2024	Biopsychosocial Case Conceptualizations of Women's Health	<ul style="list-style-type: none"> • Student presentations (3) 	Provided by Students	X	
16	4/23/2024	Biopsychosocial Case Conceptualizations of Women's Health	<ul style="list-style-type: none"> • Student presentations (3) 	Provided by Students	X	

Course Materials and Technology

See references at the end of this document.

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

General Note

In order to complete course assignment requirements (i.e., oral and written case conceptualization), students should be currently providing supervised psychological services to an adolescent or adult woman with significant comorbid physical and mental health concerns. Students will be asked to present their patients briefly in class on 1/16/2022, and Dr. Pereira will advise whether these patients meet criteria for the learning objectives of this course. If a patient does not meet criteria, students will be asked to select another patient and have her approved. Students are responsible for obtaining permission from the supervising faculty member to use the patient for course purposes, which should be provided to Dr. Pereira by email by 1/30/2024.

Assignments

A. Midterm Examination (26%, 26 out of 100 points)

The midterm will be a take home short-answer and essay examination based on lecture-content and assigned reading materials.

B. Female-Centered Biopsychosocial-Cultural Case Conceptualization (40%, 40 out of 100 points)

Students will develop a comprehensive, biopsychosocial-cultural case conceptualization for a female patient in the Psychology Clinic who is being seen for psychosocial/behavioral issues related to a *significant* comorbid mental and physical health concerns (e.g., fibromyalgia, headaches, IBS, IBD, cancer, cardiovascular disease, diabetes, epilepsy, transplant, infertility). **Individuals with sleep-wake disturbances meet criteria if there is other medical comorbidity. Individuals living at a higher weight meet criteria if they are status/post weight loss surgery or if there is other medical comorbidity.** Students are strongly encouraged to select a patient that they are currently treating in the Psychology Clinic (with their supervisor's written permission). Students who are not currently treating any female patients should speak with Dr. Pereira as soon as possible to arrange shadowing the treatment of a female patient on Dr. Pereira's service for the purposes of this assignment.

There are two components to this assignment. The first component is a **Written Report (20%, 20 out of 100 points)**. The case conceptualization should be written in the following format:

Presenting Problem

Age, sex, gender, sexual identity/orientation, race, ethnicity, relationship status, employment status, referral source, referral reason

History of the Presenting Problem

Psychosocial History

Medical/Surgical History

Current Medications

Generic name, dose, frequency, reason

Review and Interpretation of Recent Labs and Imaging

Complete blood count; basic or comprehensive metabolic panel; thyroid hormones; HbA1c; others, as applicable

Cytology/pathology, as applicable

CT scans, as applicable

MRI scans, as applicable

Psychiatric History

Family Medical History

Family Psychiatric History

Background/Significance of Presenting Physical Health Issue(s)

Epidemiology

Risk Factors

Pathophysiology

Treatment Overview

Biopsychosocial-Cultural Case Conceptualization

Differential Diagnoses and Diagnostic Impressions

Treatment Plan/Recommendations

Problem List

Recommended Treatment by Problem

Treatment Summary To Date, As Applicable

Expected Prognosis

The *Case Conceptualization* section must consider all of the relevant female-specific biological, psychological, social, and cultural factors in the etiology, presentation, maintenance, and treatment of the psychological and physical health issues. The various content of this section must be referenced using empirically-based research articles.

If you did not personally conduct the assessment on the patient, you may use the assessment report for reference but should author your own unique version of the assessment report, supplemented by information you have garnered through your work with the patient in therapy.

The second component is an **Oral Presentation (20%, 20 out of 100 points)** derived from the written case conceptualization. Presentations should follow the written report closely and be presented using Power Point, Prezi, or another presentation software. The presentation should be 45 minutes in length (30 minutes for the presentation itself, 15 minutes for questions). Criteria that will be used for grading case conceptualization are posted as a separate document on the course website.

On the first day of class, students will select a presentation day. Written case conceptualizations by the last day of class.

C. Journal article review and discussion (20%, 20 out of 100 points)

Each student will select a recently published empirical journal article on a topic related to women's health. Students will provide a pdf of the article to Dr. Pereira and the class at least one week prior to their assigned discussion date. On their assigned discussion date, they will facilitate a class-based discussion and critical analysis of the research described in the article, including its background/significance, methodology, results, and implications. The expected length of this discussion is approximately 20 minutes but may be slightly shorter or longer. The student will be graded on their understanding of the article under review as well as his/her ability to stimulate and facilitate a critical dialogue on the article. This **Student-Facilitated Journal Article Discussion is worth 10% of students' total grade (10 out of 100 points)**.

The student will also submit a **Journal Article Written Review (10%, 10 out of 100 points)** of the manuscript within one week of their presentation. The review should be no more than 2 pages, single-spaced, using 11 pt. Arial font, 0.5" margins. The review should be written as if it were a review of an initial manuscript submission to a journal (see course website for review criteria). The review will be graded on the breadth and depth of coverage of relevant review criteria and the process by which strengths/weaknesses are communicated. Students should approach this review with the following questions in mind: What does this article communicate about women? To what extent does this research advance the health and well-being of women? How clinically significant is this research to women? Students should make sure that their review is approached from a female-centered perspective – i.e., the review should not focus solely on weaknesses in statistical procedures, unless this has major implications on how the article may/may not influence the field of women's health research.

D. Class participation (14%, 14 out of 100 points)

Students are expected to participate in class discussions in a meaningful way during every class.

Readings

Please see the References at the end of this document. All readings are "Required" unless otherwise stated. Under the Topical Outline/Course Schedule, readings are listed according to content topic. There are weeks that multiple articles under multiple content topics are assigned. If you are unable to complete all of these readings on a particular week due to competing demands (*exclusive of requirements from other courses*), you may choose two that interest you the most under each content area. It is expected that you will complete any remaining readings by the end of the course.

Grading

Requirement	Due Date	Points or % of Final Grade (% must sum to 100%)
Student-Facilitated Journal Article Discussion	2/20/2024 – 4/2/2024	10 points, 10% of final grade
Written Journal Article Review	One-Week Following Student-Facilitated Discussion	10 points, 10% of final grade
Midterm	3/5/2024	26 points, 26% of final grade
Oral Case Conceptualization	4/9/2024 – 4/23/2024	20 points, 20% of final grade
Written Case Conceptualization	4/23/2024	20 points, 20% of final grade
Class Participation	Ongoing	14 points, 14% of final grade

Point system used (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. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade	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

Points															
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More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/#text>

Exam Policy

There is one exam in this course. This midterm exam will require students to provide approximately one, single-spaced page responses to three to five short-answer questions. Successful responses require the student to integrate lecture and reading materials and apply them to practical and applied clinical and research scenarios related to the clinical health psychology of women. The exam will be made available through Canvas on 2/28/2022 and must be completed and submitted on Canvas by 12:00pm on 3/14/2022. The exam will no longer be accessible after that time.

Policy Related to Make up Exams or Other Work

Deadline extensions will be considered on a case-by-case basis for students experiencing extreme emergencies, such as a personal or family health emergency (e.g., hospitalization), with appropriate documentation. **A request for an extension must be made as soon as is practical and possible in the context of an extreme emergency.** An extension may not be approved if the request is deemed by the instructor as not being timely. **Extensions will not be granted for situations that can be easily anticipated and require planning in advance, including but not limited to vacations, routine health care visits, routine caregiving responsibilities, conference attendance, and competing demands related to other courses/research/clinical responsibilities.** In the absence of an approved-extension, grades for assignments will be reduced by 5 percent (5%) for every day they are late. Extra credit opportunities are available tied to completion of Instructor and Course Evaluations.

If a student is in observation of a religious holiday, and a particular assignment due date would conflict with, and thus inhibit, the observation of that holiday, please contact Dr. Pereira to request a deadline extension, as this would constitute a legitimate reason for requesting for one.

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

Policy Related to Required Class Attendance

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Class attendance is strongly encouraged, as participation is 10% of your total grade. However, it is recognized that some students will be absent from classes in January due to internship interviews. In order for these classes to be excused and not count against students' class participation grades, students must document in writing to Dr. Pereira the dates they will be unable to attend class. It is expected that students will make up any missed work.

Class participation grades will be reduced by 5% (.5 points out of 10) for every 3 or more instances of late arrival (i.e., more than 10 minutes) to and/or early departure (i.e., more than 10 minutes) from class.

This course will be taught by Zoom due to the instructor's health status. **Students must have their cameras on for the duration of the class**, unless unexpected circumstances preclude the ability to be on camera (e.g., visible signs of illness, children/care recipients in view of camera). If these circumstances occur, students should notify Dr. Pereira that they will be off camera. Students who have their cameras off for any other reason (aside from comfort breaks) will be assigned a participation score of "0" for that class.

Students are asked to participate in quiet, private spaces, given that the course will involve the discussion of patients. Self-care during class ("getting comfortable," eating, drinking, taking comfort breaks) are encouraged and expected!

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You may keep your cell phones on (but set to silent) during class so that you can be notified in case of a clinical urgency or emergency among patients. If you have a clinical urgency or emergency that you need to attend to during class time, please let Dr. Pereira know before you log off or take yourself off camera.

Communication Guidelines

Students may communicate with the instructor by email, the chat feature during Zoom classes, or text (phone number to be provided on first day of class). One-on-one Zoom meetings may be requested at any time throughout the semester.

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.”

As a reminder, all the following constitute receiving unauthorized aid in doing a certain assignment:

- *Use of uncited or unquoted sources, constituting plagiarism*
- *Misrepresenting the work of AI (e.g. ChatGPT) as your own, constituting plagiarism*
- *Misrepresenting another student's work as your own, constituting plagiarism*
- *Use of your own work created for another course without the permission of your professor, constituting self-plagiarism*

Remember, the University of Florida has access to tools that can detect plagiarism as well as content generated by AI, including Turnitin.

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.

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book,

magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Unique Issues Related to Recording in this Course

One of the learning and assessment tools used in this course is the discussion/presentation of assessment/therapy cases. Protected health information (PHI) for patients may be shared for the limited purpose of delivering formal education with strict adherence to maintaining patient confidentiality. Protection against loss of patient confidentiality will be maximized by conducting classes via Zoom, which is authorized for the sharing of PHI, and in spaces under the control of the College of Public Health and Health Professions that allow for privacy. In addition, students are expected to de-identify and anonymize any PHI and remove any HIPAA identifiers in their presentations.

Many of the patients we see in the clinic have unique and/or rare health or social circumstances. Therefore, students are not permitted to record material in class related to the assessment/treatment of specific patients in the UF Health Psychology Specialties clinic. Please direct any questions about this to Dr. Pereira.

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>.

Unique Issues Related to Guests Attending Class for this Course

As noted above, course content and assessments will involve the discussion of assessment/therapy patients. Because of this, the likelihood is low that the department chair or Dr. Pereira will grant a request by a student to bring a guest to class. However, these requests will be considered on a case-by-case basis. Please direct any questions to Dr. Pereira.

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/>.

If 80% of the students in the course complete an evaluation by the deadline, then all students will receive extra credit in the form of a 1% increase in their final grade. If 100% of students in the course complete an evaluation by the deadline, then all students in the course will receive extra credit in the form of a 2% increase in their final grade.

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.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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

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Note: It is not known which of the above authors identify as Culturally and Linguistically Diverse (CALD). However, for their own journal article presentations/reviews, students are encouraged to select articles from individuals identifying as CALD.