

University of Florida  
**College of Public Health & Health Professions Syllabus**  
**OTH 6002: Foundations of Occupational Therapy (3 credits)**

Fall 2023

Delivery Format: On-Campus

**Instructor:** Dr. Anna Baird-Galloway, OTD, OTR/L, MT-BC

**Email Address:** [annagalloway@phhp.ufl.edu](mailto:annagalloway@phhp.ufl.edu)

**Office:** HPNP 2115

**Office Hours:** Wednesday 11:45-1:45p link to Microsoft Book It on Canvas

**Preferred course Communications:** Email via UF email (*not via Canvas*)

**Instructor:** Mrs. Lindsey Telg, MOT, OTR/L

**Email Address:** [ltelg@phhp.ufl.edu](mailto:ltelg@phhp.ufl.edu)

**Office:** HPNP 2170

**Office Hours:** Wednesday 11:45-1:45p via link to Microsoft Book It on Canvas

**Preferred Course Communications:** Email via UF email (*not via Canvas*)

**Prerequisites:** Admission to Doctor of Occupational Therapy (OTD) Program or permission of the instructor

## PURPOSE AND OUTCOME

**Course Overview:** This course provides students with the foundations of the occupational therapy profession, the development of the profession, and professional values and responsibilities. Content addresses both historical and contemporary professional perspectives. Students will also learn and practice fundamental elements of activity analysis and client observation.

**Relation to Program Outcomes:** This course gives students foundational knowledge of occupational therapy and prepares them for future courses on assessment and intervention in psychosocial, adult, and pediatric OT. This course is taught during the first semester of OT program.

**Course and Student Learning Objectives:** Accreditation Standards this course contributes to are based on Section B of the ACOTE (Accreditation Council for Occupational Therapy Education) Standards and Interpretative Guidelines (2018).

<b>Student Learning Objectives – Upon successful completion of the course, students will be able to:</b>	<b>ACOTE Standard(s)</b>	<b>How it is Assessed</b>
1. Students will read and apply scholarly work regarding occupational therapy threshold concepts. <ol style="list-style-type: none"> <li>a. Identify relationships among individual professional experiences and professional goals to key OT threshold concepts.</li> </ol>	[B.3.2] [B.3.3]	<ul style="list-style-type: none"> <li>• Team Assignments</li> </ul>
2. Students will gain an understanding of occupation as defined by occupational therapists, to include the meaning of and rationale for doing, and organization (e.g., process and patterns) and contexts (e.g., societal, personal, developmental) of doing. <ol style="list-style-type: none"> <li>a. Identify, define, restate, and apply key terms (i.e., professional language used in occupational therapy practice and scholarly work) and occupational therapy concepts when discussing occupation, health, and person and environmental factors in impacting performance, participation, and wellbeing.</li> </ol>	[B.3.3], [B.3.4]	<ul style="list-style-type: none"> <li>• Documentation Guide</li> <li>• Team Assignments</li> <li>• Exams</li> </ul>

<p>3. Students will read and analyze (a) scholarly works from rehabilitation and disability science, occupational therapy, and occupational science, (b) AOTA Official Documents, and (c) Slagle Lectures and will apply conceptualizations of occupation in relationship to (1) its duality as both a modality and outcome, (2) common occupational therapy outcomes, (3) concepts of disability, health, and well-being, (4) personal meaning, human development, and society, and (5) the practice models of the WHO International Classification of Functioning (ICF), Occupational Therapy Practice Framework-4 (OTPF), and Person-Environment-Occupational Performance (PEOP).</p> <ol style="list-style-type: none"> <li>a. Organize key occupational therapy concepts and appraise their use within occupational therapy practice, scholarly works, and AOTA documents.</li> <li>b. Synthesize key occupational therapy concepts for inclusion in identification of an articulation of the distinct nature and value of occupation in supporting performance, participation, and health and wellbeing.</li> </ol>	<p>[B.3.2] [B.3.3]</p>	<ul style="list-style-type: none"> <li>• Team Assignments</li> <li>• Exams</li> </ul>
<p>4. Students will gain an understanding of the profession's philosophical base and historical progression and evolution to include key historical and legislative landmarks on contemporary occupational therapy practice and research.</p> <ol style="list-style-type: none"> <li>a. Analyze and articulate an understanding of the history and the philosophical base of the occupational therapy profession, and the impacts of key historical landmarks on contemporary occupational therapy research and practice.</li> <li>b. Compare and contrast past occupational therapy research and/practice foci to contemporary foci.</li> </ol>	<p>[B.3.1]</p>	<ul style="list-style-type: none"> <li>• Team Assignments</li> <li>• Exams</li> </ul>
<p>5. Students will gain an understanding of and engage in practice of the professional skills of: (a) behavioral observation, (b) activity analysis, (c) personal reflection, (d) mutually respectful interpersonal interactions, and (e) constructive and collegial verbal, non-verbal, and written communication.</p> <ol style="list-style-type: none"> <li>a. Develop and apply cultural competence knowledge and skills in the areas of professional communication, conflict resolution, and assessment and intervention planning and/or execution.</li> <li>b. Based on course activities and personal reflection, identify actions, attitudes, and/or individual procedures that are most likely to distinguish well-conducted and unbiased behavioral observations and client-centered interview(s) from incomplete or biased observations /interviews.</li> <li>c. Demonstrate activity analysis and understand difference between activity and occupation, recognize the impact of internal and/or external context and culture, and utilize this understanding to conduct and/or compare the analysis of activities/task and occupation</li> <li>d. Analyze individual response to constructive feedback, interpersonal and/or inter-group conflict, and difficult conceptualizations and/or learning challenges.</li> <li>e. Use a range of communication skills (e.g. empathetic listening, reflecting, non-judgmental open-ended</li> </ol>	<p>[B.3.6] [B.4.23]</p>	<ul style="list-style-type: none"> <li>• In-Class Assignments</li> <li>• Final Team Assignment</li> <li>• Exams</li> </ul>

questioning) to effectively communicate and support cooperative team approaches when interacting with peers, group members, and instructors		
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**Instructional Methods:** Students will participate in lectures, student-led discussions, and lab experiences. The learning experiences include individual and team activities, projects, and/or presentations, and online discussions. Material will be delivered using blended learning.

**Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that would have traditionally presented during a live class lecture is instead provided online before the live class takes place in a flipped-classroom format. This allows for hands-on application via activities to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

*What is expected of me?*

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

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**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule:** Detailed schedule information and additional assigned readings are provided on the course website. This schedule is subject to change. Please check Canvas for updated readings weekly.

*\*\*\*Be sure to refer to Canvas for required preparatory and reading materials daily lab assignments.*

Wk	Date	Instructor	Topics	Out of Class Assignments Due
1	8/24	Dr. G and Mrs. T	Course Introduction Clinical Reasoning	Chapter 1 <b>Reading Guide due Sunday at 11:59pm</b>
2	8/28	Dr. G	Occupation & the International Classification of Function	Materials posted on Canvas
	8/31	Mrs. T	Occupational Therapy History	Materials posted on Canvas
3	9/4	Labor Day Holiday		
	9/7	Mrs. T	Client-Centered Care & Therapeutic Use of Self	Chapters 18 and 29 <b>Reading Guide due Sunday at 11:59pm</b>

4	9/11	Dr. G	Occupational Therapy Practice Framework: Domain (4 <sup>th</sup> Edition)	Materials posted on Canvas
	9/14	Mrs. T	Introduction to Psychometrics	Chapters 27 and 40 <b>Reading Guide due Sunday at 11:59pm</b>
5	9/18	Dr. G	Occupational Therapy Practice Framework: Process (4 <sup>th</sup> Edition)	Materials posted on Canvas
	9/21	Mrs. T	Introduction to Documentation	Materials posted on Canvas
6	9/25	Dr. G	Application of the Occupational Therapy Framework: Domain & Process (4 <sup>th</sup> Edition)	Materials posted on Canvas
	9/28	Mrs. T	Introduction to Reimbursement	Chapter 28 <b>Reading Guide due Sunday at 11:59pm</b>
7	10/2	Dr. G	Evaluation: The Occupational Profile	Materials posted on Canvas
	10/5	Mrs. T	Introduction to Goal Writing	Materials posted on Canvas
	10/5	Exam 1– Thursday, 3-5pm (G-301)		
8	10/9	Dr. G	Case Application of the OT Process	Materials posted on Canvas
	10/12	Mrs. T	Introduction to Intervention Approaches Part 1	<b>Documentation Assignment: due 10/15 by 11:59pm in Canvas</b>
9	10/16	Dr. G	Grading for Remediation, Compensation, and Adaptation	Materials posted on Canvas
	10/19	Mrs. T	Intro to Intervention Approaches Part 2	Chapter 25 <b>Reading Guide due Sunday at 11:59pm</b>
10	10/23	Dr. G	Occupational Analysis & Activity Analysis: In-Class Working Lab - Team Final Assignment: Worksheet 1 Part A&B	Materials posted on Canvas
	10/26	Mrs. T	Guest Lecture: How to Find Research to Support Intervention & Library Fieldtrip	Materials posted on Canvas
11	10/30	Dr. G	Task Analysis: In-Class Working Lab - Team Final Assignment: Worksheet 1 Part C	Materials posted on Canvas
	11/2	Mrs. T	Introduction to Occupational Therapy Equipment	Materials posted on Canvas
12	11/6	Dr. G	Task Analysis: In-Class Working Lab - Team Final Assignment: Worksheet 1 Part D	Materials posted on Canvas

	11/9	Mrs. T	Integration Lab	Chapter 26 Reading Guide due Sunday at 11:59pm Team Final Assignment: Analysis 1 due 11/12 by 11:59pm in Canvas
13	11/13	Dr. G	Application of Analyses: In-Class Working Lab - Team Final Assignment: Worksheet 2 Part A&B	Materials posted on Canvas
	11/16	Mrs. T	Occupation and Health Part 1	Materials posted on Canvas
14	11/20	Dr. G	Application of Analyses: In-Class Working Lab - Team Final Assignment: Worksheet 2 Part C	Team Final Assignment: Analysis 2 due 11/26 by 11:59pm in Canvas
	11/22-11/25	Thanksgiving Holiday		
15	11/27	Dr. G	In-Class Working Session: Team Final - Team Final Assignment: Worksheet 3	Materials posted on Canvas
	11/30	Mrs. T	Occupation and Health Part 2	Materials posted on Canvas
	11/30	Exam 2: Thursday from 3-5p (G-301)		
16	12/4	Dr. G	In-Class Working Session: Team Final - Team Final Assignment: Worksheet 3	None
	12/7 - 12/8	UF Reading Days		
17	12/11	Team Final: Analysis Assignment 3 due in Canvas by Sunday 12/10 at 11:59p Professionalism Assignment due Sunday 12/10 at 11:59p		

**Course Materials and Technology**

**A. Required Texts:**

1. Schell, B. & Guillen, G. (2019). Willard & Spackman’s Occupational Therapy (13th edition). Philadelphia: Lippincott, Williams & Wilkins.
2. Occupational Therapy Practice Framework: Domain and Process—Fourth Edition (2020). *American Journal of Occupational Therapy*, 74(Suppl. 2). doi: <https://doi.org/10.5014/ajot.2020.74S2001>
  - o Can be purchased here: <https://www.aota.org/practice/domain-and-process/framework>
  - o Hard copy is required (no virtual copies). You may purchase the version in this link above, or choose to print and bind your own version.
3. AOTA student membership and assigned AOTA Official Documents ([www.aota.org](http://www.aota.org)).
4. Class notes, videos, and readings as assigned from various papers and chapter readings (e-learning).

**B. Recommended Texts:**

1. Occupational and Activity Analysis by Heather Thomas (any addition)  
This text is useful if you need additional practice with the concepts reviewed in class related to the OTPF,

### C. Required Technology

- a. Laptop computer or tablet for in-class use
- b. HonorLock
- c. Off-campus UF Library access: <https://cms.uflib.ufl.edu/offcampus>

For issues with technical difficulties with e-learning/Canvas please contact the UF Help Desk at:

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

## ACADEMIC REQUIREMENTS AND GRADING

**Assignments:** Individual assignments are described under *Assignments* on the course website. Each assignment will be discussed in class and students will be given the opportunity to ask questions about the assignment requirements.

### 1. In-Class Assignments (10 points)

In-class lab and reflection activities are completed on a team or individual basis. They will be assigned during class with expectation to be due that evening or by a date determined by the instructor. They are meant to encourage critical thinking, self-reflection, integration of the course materials, and interpersonal communication skills. Students are expected to contribute to the completion of in-class assignments within their team. Students who are observed to not engage or adequately contribute to the completion of the in-class assignment may not receive full credit at the discretion of the course instructor.

### 2. Documentation Guide (10 points)

This assignment is intended to integrate your foundational knowledge of key documentation principles related to occupational therapy practice. Students will complete a reference guide for their own future use related to documentation. The assignment is also intended to encourage students to self-reflect on their own learning needs by creating a document that best meets their own learning preferences, such as use of color-coding, mnemonic devices, pictures/visual depictions, or other methods that support their own learning. Students are encouraged to retain this document and add to it throughout the program to support their success in future courses and on fieldwork.

### 3. Exams (2) (25 points each; 50 points total)

Two closed book/browser exams will be administered in this course. Exams will be administered during scheduled exam time. Exams will be administered via the course website on Canvas using Lockdown Browser to ensure exam integrity. Lockdown Browser can be downloaded directly through Canvas. Students are permitted to bring one blank scratch paper sheet to an exam that will be shown to the proctor prior to starting the exam. Exams are administered via Canvas to all course sections outside of regularly scheduled class times. Rather, exams will be administered in the mid- to late-afternoon on the scheduled date; specific times and locations will be announced as soon as they are arranged. **For each exam, students must score a minimum of 75% on each exam to pass the course. Students who score less than a 75% will be afforded one opportunity to demonstrate adequate course knowledge through an alternate assignment. Students who pass this alternate assignment will then receive a maximum of 75% on the exam. Students who do not pass the alternate assignment will receive an Incomplete in the course and will be referred to the OTD Progression & Review Committee to identify next steps.**

#### 4. Team Final OAT Module (20 points)

Students will complete this assignment in teams during class time with expectation to complete what is not finished out of class. There are three assignments that are distributed across several weeks. Class time is allocated for completion of the assignment, allowing opportunities for discussion with classmates and the instructor, as needed.

**This assignment is heavily weighted because it demonstrates the integration of knowledge across the course; therefore, students are required to be in-class for all portions of the analysis assignments. Excused absences need to be communicated prior to the class period and will require that the student complete portions of the assignment individually to earn all points. Unexcused absences will result in a 0% on all portions of the assignment missed.**

#### 5. Professional Identity/Clinical Behaviors (10 points)

Professionalism in student's *class participation and communication* will be assessed through a combination of (1) Classroom attendance and timeliness, (2) Class participation, and (3) the Professional Identity rubric provided on the course website. Students will complete a self-reflection (see assignment posted in Canvas).

Professionalism in class participation and communication includes the following behaviors:

- Come to class prepared to engage with the materials and activities. Class preparation includes watching any assigned videos and/or reading assigned material prior to class.
- Active participation in group and class discussions, including active listening with demonstration of understanding through use of paraphrasing or by acknowledging and building on others' ideas, asking questions, and occasionally introducing relevant new information about the topic.
- Informing the instructor and others ahead of time if likely to be late or absent, and arranges to cover own responsibilities.
- Consistency with adherence to communication guidelines described within this document (Section: Student Expectations, Roles, and Opportunities for Input).

#### Summary: Assessments & Grading

Requirement	Due date(s)	Points towards final grade
In-Class Assignments and Reading Guides	Throughout	10
Documentation Guide	10/15	10
Exam 1	10/5 (3p-5p)	25
Exam 2	11/30 (3p-5p)	25
Team Final OAT Module		
- Analysis Assignment 1 (5 points)	11/12 (11:59p)	20
- Analysis Assignment 2 (5 points)	11/26 (11:59p)	
- Analysis Assignment 3 (10 points)	12/10 (11:59p)	
Professionalism	12/10 (11:59p)	10
		Total: 100

**Grading:** This class uses the OTD Program Standard Grading Scale. For more information concerning program grading policies see *OTD Student Manual*.

**OTD Program Standard Grading Scale:**

Percentage Points Earned	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0

A grade lower than C will result in retaking this course. Please see the *OTD Student Manual* for details.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

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>

**Policy Related to Attendance, Exams, Make-up Exams, Assignments and/or Other Work:** All course assignments are due on the day noted in the syllabus unless otherwise negotiated with instructor in advance of the due date. Make-up examinations and assignments will be provided for excused absences only; late assignments may be accepted, or not accepted, at the discretion of the instructor with grade penalty for late submission. Points associated with lab/classroom activities that are graded cannot be made-up when class is missed. OTD students are required to attend all course and program activities. For detailed description of these policies see the OTD Student Handbook.

- Exams will be administered to all sections simultaneously outside of the typically scheduled class time; exams will be administered in the middle to late afternoon. Exams will be conducted in person via personal laptop or tablet in a classroom at the HPNP building or within the Health Science Center.
- Makeup exams will not be given except due to excused absences per the UF OTD Student Manual and UF Graduate School policies. Missing an exam for any other reason will result in a zero grade for that test or assignment. Students who have planned excused absences should contact the instructors prior to the exam date to make alternate arrangements.
- Late assignments will receive a score of score of "0" on that assignment, except when due to excused absences as defined by the UF OTD Student Manual. Students who have planned excused absences should contact the instructors prior to the assignment due date to make alternate arrangements.

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. You MUST e-mail me within 12 hours of the technical difficulty if you wish to request a make-up.

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>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Expectations Regarding Course Behavior:** Professional Behavior is expected of health professional students at all times.

Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time is expected.

Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.



**Preparation for class:** To maximize the use of class time, students are expected to read and study assigned readings/course materials in text, on PowerPoint, course website, and course syllabus prior to coming to class.

- Monitor e-learning and your UF email for announcements
- Monitor e-learning for updates and have available all materials posted for each class.
- Complete assigned readings, videos, etc. and review posted class materials prior to class.

**Participation:** Students are expected to actively participate in discussions and class activities. Attendance assists student to develop knowledge and skill in interpersonal relationships and communication by relating to others of different backgrounds and performance deficits.

**Professional work habits also include** being on time for class and staying until class is dismissed; being courteous in lecture by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, internet, etc.); getting your work in on time; arranging with another students to get handouts or announcements if you cannot attend class. You are also expected to:

- Be on time for class
- Stay until class is dismissed
- Silence your cellular phone
- Be courteous by refraining from chatter, eating, getting up during class, and other distracting behaviors
- Not look at external material during class (newspaper, Facebook, twitter, etc.)
- Arrange with the instructor in advance if you cannot attend class and prepare a specific plan to make up missed class work.

**Communication Guidelines:** Students are expected to adhere to on-line communication guidelines as detailed in the UF Netiquette Guidelines document located at: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

**Laptop/tablet policy:** Course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. Acceptable uses include taking notes, accessing course-related documents (on or offline), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. The definition of “use unrelated to course objectives” includes, but is not limited to use of instant messaging, Face Book, chat rooms, games, surfing the net, etc.

**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/>.

I value and take seriously the feedback provided through the course evaluation system. I use your student feedback to make specific improvements to the course, assignments, and to my teaching style. However, it is important to realize that your course evaluation and the feedback provided through the course evaluation system have a direct influence on faculty tenure and promotion.

### **RESPECT FOR DIVERSITY, EQUITY, INCLUSIVITY, AND JUSTICE**

To create as inclusive a learning environment as possible, we will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. We strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. We seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.

It is my intent that students from all backgrounds and perspectives be well served and represented by this course and that the diversity students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Through inclusive representation, we can learn to better serve our community, peers, family, friends, and future clients or patients.

In order to deepen our understanding of multiple perspectives, it is necessary for us to engage in difficult conversations and topics. Our conversations may not always be easy. We will make mistakes in our speaking and our listening. We will need patience or courage or imagination or any number of qualities in combination with our texts, classmates, ideas, and experiences. And we will always need respect for each other. Your participation, suggestions, and feedback are encouraged and appreciated.

If any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

More information and resources from the College of Public Health & Health Professions can be found at:

<https://phhp.ufl.edu/about-phhp/diversity-and-inclusion/>

### **VIDEO RECORDING**

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.

## SUPPORT SERVICES

**Accommodations for Students with Disabilities:** If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center (<https://drc.dso.ufl.edu/>) within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center 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:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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>

Please *do not wait* until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

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