

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6324 Psychosocial Occupational Therapy Evaluation & Intervention (3 cr.)

Summer 2022 Delivery Format: On-Campus, Synchronous

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

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Office Hours: Mondays 1:45p-3:45p by appointment (see link for Calendly on the Welcome page on Canvas)

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

Prerequisites:

Abnormal Psychology, OTH 6002, OTH 6539

PURPOSE AND OUTCOME

This course addresses occupational therapy services for persons with psychosocial needs that negatively impact occupational performance in such situations as acute episodes, chronicity, rehabilitation, wellness, illness prevention, and health promotion. Through the integrated process of active learning, lecture, and discussion, the student will gain the knowledge and develop basic skills for psychosocial assessment and planning of individual, group, and community intervention strategies with an intentional therapeutic use of self.

RELATIONSHIP TO CURRICULUM DESIGN

This course integrates previously acquired and newly taught knowledge to serve as the foundation for application of evaluating, planning, and providing intervention for clients with psychosocial conditions and disorders. The course partially prepares students for their Level 1 Psychosocial Fieldwork experience.

Course Objectives and/or Goals

| Student Learning Objectives- By the end of the course, students will be able to: | ACOTE Standard(s) | Curricular Theme(s) | Assessment(s) |
|--|---|----------------------------|--|
| Use evidence, theories, models of practice, and frames of reference to inform the practice of occupational therapy to guide and inform psychosocial interventions for persons in a variety of practice contexts. | B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference | Critical Thinking | <ul style="list-style-type: none"> - In-Class application - Exams - Team Final Assignment |

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| <p>Evaluate client's occupational performance using appropriate tools to determine the need for occupational therapy services, taking into consideration client cultural and contextual factors.</p> <p>Interpret evaluation findings to develop appropriate intervention plans and strategies that are client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p> | <p>B.4.4 Standardized and Nonstandardized Screening and Assessment Tools</p> | <p>Critical Thinking, Valuing of Diversity</p> | <p>- In-Class application - Exams - Team Final Assignment</p> |
| <p>Interpret the evaluation data using terminology of the profession and explain the findings.</p> | <p>B.4.8. Interpret Evaluation Data</p> | <p>Critical Thinking</p> | <p>- In-Class application - Exams - Team Final Assignment</p> |
| <p>Design intervention strategies to remediate and/or compensate for psychosocial and behavioral health deficits affecting occupational performance.</p> | <p>B.4.9. Remediation and Compensation</p> | <p>Critical Thinking, Human Occupation and Health</p> | <p>- In-Class application - Team Final Assignment</p> |
| <p>Recommend interventions and procedures for persons to enhance safety, health and wellness, and performance in occupations.</p> | <p>B.4.10. Provide Interventions and Procedures</p> | <p>Critical Thinking, Human Occupation and Health</p> | <p>- In-Class application - Team Final Assignment</p> |
| <p>Adapt or modify processes or environments to facilitate occupational performance of clients within the sociocultural context.</p> | <p>B.4.18 Grade and Adapt Processes or Environments</p> | <p>Critical Thinking</p> | <p>- In-Class application - Team Final Assignment</p> |
| <p>Create an educational handout or home program that meets the learning needs of a client and/or the family/caregiver.</p> | <p>B.4.21. Teaching-Learning Process and Health Literacy</p> | <p>Human Occupation and Health</p> | <p>- In-Class application - Team Final Assignment</p> |

Instructional Methods

Students will engage in independent reading, lectures, discussions, and individual and group learning activities, and projects.

You are expected to actively engage in the course throughout the semester. You must come to class on-time and 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 class, you may struggle to keep pace, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to

actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed 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 you?

- 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 may 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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule.

| Week/Dates | Topics | Readings and Assignments |
|-------------------------|--|--|
| Week 1 May 9 | Course Introduction Recovery Model | American Occupational Therapy Association. (2017). Mental health promotion, prevention, and intervention in occupational therapy practice. <i>American Journal of Occupational Therapy</i> , 71(Suppl. 2), 7112410035. https://doi.org:10.5014/ajot2017.716S03 Brown et al. textbook, Ch. 1 & 6 |
| May 10 | Cognition and Cognitive Beliefs | Brown et al. textbook, Ch. 20 and 21 |
| Week 2 May 16 | Sensory Processing & Emotions | Brown et al. textbook Ch. 22 and 25 Posted materials on Canvas |
| May 17 | Communication/Social Skills Pain Management | Brown et al. textbook Ch. 26 and 27 Posted materials on Canvas |
| Week 3 May 23 | Coping & Resilience Trauma Informed Care | Trauma Informed Care Training due by 9a Posted materials on Canvas Brown et al. textbook, Ch. 23 |
| May 24 | Motivation, Motivational Interviewing, IRM, Interpersonal Skills | Posted materials on Canvas Brown et al. textbook, Ch. 24 Review IRM lecture from Theory course |

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| Week 4 May 30 | NO CLASS; MEMORIAL DAY | |
| May 31 ALL STUDENTS 10:40-12:30p | Group Types and Stages *Dr. Galloway will demonstrate a mock group | Posted materials on Canvas |
| Week 5 June 6 | OT Process in Psychosocial Settings: Evaluation and Assessments | Brown et al. textbook, Ch. 4 Posted materials on Canvas |
| June 7 | Using assessment findings to inform interventions grounded in Evidence Based Practice | Brown et al. textbook, Ch. 5 Posted materials on Canvas |
| Week 6 June 13 | Group Facilitation Intervention (14 students) | - Group Facilitation Draft due midnight the Friday before your intervention - Group Facilitation Self Reflections due midnight the Friday after your intervention |
| June 14 | Group Facilitation Intervention (14 students) | - Group Facilitation Draft due midnight the Friday before your intervention - Group Facilitation Self Reflections due midnight the Friday after your intervention |
| June 20-24 | SUMMER BREAK: NO CLASS | |
| Week 7 June 27 | Guest Lecture: Lived Experience with Lisa Math | Reflection from guest lecture due by 5p Brown et al. textbook, Ch. 36 Posted materials on Canvas |
| June 28 | Children and Adolescents Young and Emerging Adults | Brown et al. textbook, Ch. 43 & 50 Posted materials on Canvas Kognito Training Certificate due by Friday, 5p |
| Week 8 July 4 | NO CLASS; July 4th Holiday | |
| July 5 | Mid-Life Adults and Older Adults | Brown et al. textbook, Ch. 18 (skim), 51 & 52 Posted materials on Canvas |
| Week 9 July 11 | Case Study Application for Psychosocial Needs Across the Lifespan | Posted materials on Canvas |
| July 12 | Special Populations: Homelessness, Women's Shelters, Veterans (Dr. Wersal) | Brown et al. textbook, Ch. 42 & 44 Posted materials on Canvas |

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| Week 10 July 18 | Social Participation The Lived Experience | Brown et al. textbook, Ch. 54 & 55 |
| July 19 | EXAM | Tuesday, July 19 4:30p-6:00p |
| Week 11 July 25 | Team Final | Working Class Time Bring OTPF to class along with notes from lectures |
| July 26 | Team Final | Working Class Time Bring OTPF to class along with notes from lectures |
| Week 12 Aug 1 | Team Final Presentations Wrap-Up and Course Evals | Final Assignments due by 9a - Team Final PPT and Worksheets - Team Final Self-Reflection - Professional Behaviors |
| Aug 2 | NO CLASS | |

Required Course Materials:

- Brown, C., Stoffel, V. C., & Munoz, J. P. (Eds.). (2019). *Occupational therapy in mental health: A vision for participation* (2nd ed.). Philadelphia: F.A. Davis Company.
- Trickey-Rokenbrod, D. (2017). *Occupational therapy in action: A library of case studies*. Philadelphia: Wolters Kluwer.
- AOTA Student Membership and assigned AOTA Official Documents and website information (www.aota.org).
- Class notes, videos, and readings as assigned from various papers and chapter readings (Canvas).

Technology

- Laptop computer or tablet for in-class use
- Consistent internet access

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.](#)

RESPECT FOR DIVERSITY, EQUITY, INCLUSIVITY, AND JUSTICE

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/>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Assignment due dates are provided in the course outline in this syllabus. All assignments are due no later than the beginning of class on the date assigned unless otherwise instructed. Late assignments will be subject to a 5% reduction in grade for each day late, and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor. If submitted after the three days post-deadline, the grade will result in a zero.

All written assignments, whether for a practicum or classroom assignment are to be typed in an APA approved font style and coinsiding size (e.g. Times New Roman-12, Calibri-11, Arial-11, Georgia-11). Lab assignments may be written without APA standards unless otherwise specified. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style. If grammar, punctuation, and/or APA errors are found in assignments, up to 5% of the grade can be deducted.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

Individual and in-class team assignments are presented in the *Assignments* section of Canvas. Each assignment will be discussed in class and students will have the opportunity to ask questions about assignment requirements.

In-Class Participation: This is worth 10% of your overall grade and includes in-class team and individual assignments that can and will be assigned throughout the semester.

Professionalism: This is worth 5% of your overall grade and includes professionalism demonstrated throughout the semester including but not limited to attendance, timeliness of arriving to class and completion of assignments, interprofessional behaviors within the classroom, attending guest lectures, professional behaviors for guests and peer presentations, etc. A professionalism reflection will be completed and submitted at the end of the semester.

Group Facilitation: This is worth a total of 25% of your overall grade and includes a draft of your group facilitation plan, the live group facilitation, and the final self-reflection. See Canvas for more details about this assignment and guidance on how to create a group intervention plan.

Training Certificates: There are two training certificates that are required for this course: Trauma Informed Care and Kognito. Together, this is worth 5% of your overall grade. Details for each training are posted on Canvas within the Assignments section.

Exam: There is one exam taking place during the second half of the semester and it is worth 25% of your overall grade. This exam will be cumulative of all material covered up until the date of the exam. Questions will be application based in the NBCOT exam style.

Team Final and Presentation: The Team Final is worth a total of 30% of your overall grade. The Team Final case study will be submitted prior to your presentation (20%), your presentation will take place during the last scheduled class (5%) and your final self-reflection will be due at the start of the final class (5%). See Canvas for more details. Time will be provided in-class to work in your Teams and to receive feedback on this assignment prior to your presentation date.

Grading

| Requirement | Due date | Percent of Final Grade |
|--|--|------------------------|
| In-Class Participation | Cumulative throughout semester | 10% |
| Group Facilitation Draft | Friday before your group | 10% |
| Group Facilitation Skills | During assigned group time | 10% |
| Group Facilitation Self-Reflection | Friday after your assigned group day | 5% |
| Training Certificates - Trauma Informed Care - Kognito | May 23 by 9a July 1 by 5p | 5% |
| Exam | July 19 time and location TBD | 25% |
| Team Final | August 1 by 9a | 20% |
| Team Final Presentation | August 1 during class | 5% |
| Team Final Self-Reflection | August 1 by 9a | 5% |
| Professional Behaviors | August 1 by 9a | 5% |
| Attendance Requirement | Attendance during class sessions is essential to attainment of the course objectives. All students are expected to attend 90% of course sessions (19/21 sessions for the summer). Students who do not meet this attendance requirement, whether due to excused or unexcused absences, are at risk of receiving a grade of E (not accepted as degree credit). Attendance is mandatory for class presentations and group facilitations, including being present during peer presentations. | |
| APA Requirement | Up to 5% of an assignment grade will be deducted for writing that does not meet APA guidelines, including grammar and punctuation errors. | |
| Deadline Requirement | 5% will be deducted from an assignment grade for each day late. After 3 days, the assignment will result in a 0. | |
| TOTAL | | 100 |

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

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

Example:

| | | | | | | | | | | |
|----------------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| Points earned | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 79-70 | 67-69 | 63-66 | 60-62 | Below 60 |
| Letter Grade | A | A- | B+ | B | B- | C | D+ | D | D- | E |

Please be aware that anything below a C is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 to graduate.

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| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.0 | 1.33 | 1.0 | 0.67 | 0.0 |
| Letter Grade | A | A- | B+ | B | B- | C | D+ | D | D- | E WF, I, NG, S-U |

More information on UF grading policy may be found at:

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

Exam Policy

Exams will be administered during designated exam times in the rooms stated on Canvas and on the syllabus. Exams will be proctored and will take place on your own personal laptops or tablets via LockDown Browser. No other electronic devices will be permitted and all personal belongings must be placed at the front of the classroom. The exams will measure your application of content provided during class and address each of the course outcomes located above.

Policy Related to Required Class Attendance

Attendance to all exams and class activities is mandatory. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided. If the absence is unexcused, alternative assignments will not be provided and the student will have a 0 for participation for that class session. Students are expected to attend exams, presentations, and group facilitations in-person, including the presentations of peers. If a student does not attend peer presentations/group facilitations, 20% of the presentation/facilitation grade will be deducted from the absent student.

If possible, faculty should be informed of absences **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency. A student who must be absent must notify the instructor via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.) If an illness or emergency, students should notify faculty within 48 hours if possible.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam. Any work that is submitted late due to technical issues **MUST** be accompanied by the email received from the Help Desk when the problem was reported to them. The email will document the time and date of the problem. You

MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a late submission without points deducted. See “Assignment Policies” below for more information about late assignments.

Student Grade Issues: If students have issues with a grade, they must submit their concerns in writing to the grading faculty member with documentation to support their position prior to meeting with that faculty member. Refer to the Grievance Policy in the OTD Student Manual.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *OTD Student Handbook*.

Please use the following link to access expectations for out-of-class time related to class preparation. For every credit a student is enrolled in class, 3 hours will be required outside of class. This course is a 3-credit course, therefore 9 hours per week outside of class will be expected to complete readings, assignments, participate in discussion posts, study for exams, and fulfill other class obligations. <https://citt.ufl.edu/resources/course-design-basics/develop-and-implement/considering-student-workload/>

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

1. Personal responsibility for prompt arrival, and regular participation and attendance of course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and materials properly utilized and stored.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel with consideration, confidentiality, and respect.
4. Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class.
5. Professional work habits include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; refraining from use of electronic devices that are not essential to class participation; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
6. Monitor Canvas and your UF email for announcements and updates.
7. Have available all materials posted for each class.
8. Complete assigned readings, preparatory activities, and review posted class materials prior to class.
9. Students are expected to actively participate in discussions and class learning activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in a professional role.
10. Professional attire in lectures and labs when there are guests, in all clinics, and site visits.
11. Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
12. Phones/Laptops/Tablets/Electronic Devices may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Topic instructors may further limit or prohibit the use of electronic devices during their

presentations. Do NOT take photos in class. You must inform and obtain the instructor's permission to audio record in class.

Communication Guidelines

Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily. If students wish to communicate with faculty, use the ufl.edu email rather than Canvas communication.

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.

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.

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>

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/>.

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
