

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6435 OT Clinical Skills 1
(2 credits)
 Summer: 2022
 Delivery Format: On-Campus
 Mondays: Section A 9:00 – 11:25 am
 Mondays: Section B 12:30 – 2:55 pm

Instructor Name: **Becky Piazza, OTD, MS, OTR/L, BCPR**
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 Teaching Assistant: **Jennifer Lotz MOT, OTR/L** (jenniferlotz@ufl.edu)
 Preferred Course Communications: email

Prerequisites

C or higher in OTH 6423 Clinical Musculoskeletal Anatomy and C or higher in OTH 6423 Clinical and Functional Kinesiology

PURPOSE AND OUTCOME

Course Overview

This course addresses the evaluation and treatment of biomechanical factors in Occupational Therapy. Students gain skills in analysis of movement, muscle palpation, goniometry of range of motion, and manual muscle testing.

Relation to Program Outcomes

This course is situated in the summer semester, first year of the Doctor of Occupational Therapy program. The purpose of this course is to provide the student with lecture and laboratory study that will focus on using the Biomechanical Frame of Reference for assessment and intervention. Students gain skills in analysis of movement, muscle palpation, goniometry of range of motion, and manual muscle testing. Students will acquire knowledge and skills in administering standardized hand strength tests, and assessments for edema. Adjunct treatment utilizing superficial thermal modalities will be introduced, with assessment of blood pressure, and pulse rate for patient care. Of primary concern will be integration of assessment skills and application to biomechanical intervention approaches, and intensive opportunity and practice in professional and peer communication skills. Classroom and laboratory activities are used to develop and evaluate individual student competencies. The focus is on instructional outcomes (Phase 1) related to the following curricular themes: critical thinking for practice and scholarship, psychomotor skills, and professionalism.

Course Objectives and/or Goals

Student Learning Objectives- Upon successful completion of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)	Assessment
Demonstrate accurate assessments of blood pressure and pulse.	B.3.7. Safety of Self and Others	Critical Thinking; Psychomotor Skills	In Class Vitals Competency Professionalism Peer to Peer and Individual Skill Development Accountability assignments

Articulate the how the biomechanical frame of reference is used in occupation-based assessment.	B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference	Critical Thinking; Valuing of Diversity	Competency 1 Competency 2 Activity Analysis Pre-Class Quizzes
Perform goniometric and muscle strength evaluation in a simulated setting according to established procedures.	B.4.4 Standardized and Nonstandardized Screening and Assessment Tools B.4.5 Application of Assessment Tools and Interpretation of Results	Psychomotor Skills	Competency 1 Competency 2 Client Evaluation
Interpret results of assessment, in a simulated setting, of upper extremity strength, range of motion and edema.	B.4.8. Interpret Evaluation Data	Critical Thinking	Competency 1 Competency 2 Professionalism Peer to Peer and Individual Skill Development Accountability assignments
Apply biomechanical principles to body mechanics, fine and gross motor activities, and engagement in occupation	B.1.1. Human Body, Development, and Behavior	Critical Thinking; Psychomotor Skills	Competency 1 Competency 2 Activity Analysis Pre-Class Quizzes Client Evaluation
Demonstrate safe use of adjunct modality therapies based on an understanding of their role in enhancing patient outcomes in treatment.	B.4.17. Superficial Thermal Agents	Critical Thinking; Psychomotor Skills	Professionalism Peer to Peer and Individual Skill Development Accountability assignments
Employ accurate documentation of range of motion, manual muscle testing procedures, and thermomodalities.	B.4.22. Reimbursement Systems and Documentation	Critical Thinking	Competency 1 Competency 2 Professionalism Peer to Peer and Individual Skill Development Accountability assignments
Develop the ability to communicate through the basic therapeutic processes of establishing client rapport, and professional physical contact, proximity, and therapeutic touch.	B.4.1. Therapeutic Use of Self	Psychomotor Skills; Professionalism	Professionalism Peer to Peer and Individual Skill Development Accountability assignments
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism	Professionalism Peer to Peer and Individual Skill Development Accountability assignments

Instructional Methods

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 may be 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.

Course material will be presented in a variety of formats, using both live and online recordings and live training. Pre- and post-class assignments may include text-readings, PowerPoint presentations, online quizzes, and videos. Students will be expected to discuss and apply pre-class assignment materials. Both in class and online discussions will be required.

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 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 peer colleagues that facilitates overall mastery of the course objectives.

- The course is built around practice, practice, and more practice. The main learning objectives are outlined in the syllabus. The following are additional learning objectives that drive the psychomotor skill development throughout the course:
 - (Understanding) Associate *therapeutic use of self* as the foundational clinical skill for communicating and demonstrating client-centeredness, client safety, occupational therapy competence, quality service delivery, and client advocacy
 - *Students will model Therapeutic Use of Self by demonstrating the following professional behaviors: professionalism (punctual/accountable to course expectations/managing up and assuming the best of peer colleagues), valuing of diversity (active listening and respectful verbal and non-verbal communication with all members of the learning community), collaborative practice (mature, clinical interactions with all members of the learning community), psychomotor skills (investing in personal skill development while assisting peer colleagues), critical thinking for practice (reading and translating course material into skill development), understanding of human occupation and health (developing and implementing an occupational lens that prioritizes occupational participation, occupational engagement, and occupational performance as cornerstones of occupational identity)*
 - (Applying) Employ clinical assessment skills to obtain a client's manual blood pressure and heart rate
 - (Applying) Develop musculoskeletal assessment skills (ROM and MMT) utilizing goniometric and manual muscle measurements
 - (Precision) Demonstrate use of "therapeutic hands" (physical contact) with all client interactions
 - (Creating) Compose an occupational therapy introduction that acknowledges the client, introduces occupational therapy, indicates the duration of assessment time, explains assessment(s) and purpose, and communicates appreciation for client participation.
 - (Articulate) Master an effective communication skill approach (AIDET) as the first step of client interactions

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week 1 5/9		<ul style="list-style-type: none"> • Documentation • Goniometer Principles, types and use • Vitals-Principles and use with differential diagnoses
Week 2 5/16	ROM	<ul style="list-style-type: none"> • Shoulders & Hips • Elbows & Knees
Week 3 5/23		<ul style="list-style-type: none"> • Head & Neck • Trunk • Scapula
Week 4 Tuesday 5/31 1:30 – 3:55 pm		<ul style="list-style-type: none"> • Forearms, Wrists, Ankles
Week 5 Mon 6/6		<ul style="list-style-type: none"> • Hands • Competency Review
Week 6 6/13		Competency Exam 1 G301 and G307
Week 7		Summer Break 6/20-6/24
Week 8 6/27	Muscle "Strength"	<ul style="list-style-type: none"> • MMT Guidelines • Shoulders
Week 9 7/4		<p>*Asynchronous Week* - No Class on 7/4 due to Holiday</p> <ul style="list-style-type: none"> • Knees & Hips & Ankles • Head, Neck, & Trunk
Week 10 7/11		<ul style="list-style-type: none"> • Elbows & Forearms & Wrists • Grip/Pinch Strength measurement
Week 11 7/18		UE and LE Functional Assessments & Modalities
Week 12 7/25		<ul style="list-style-type: none"> • Activity Analysis • Case studies (Interchange Peer therapist and patient roles)
Week 13 8/1		Competency Exam 2 G301 and G307

A detailed course outline will be provided in Canvas and provides more information for required readings, assignments, quizzes, and material to bring to class.

Course Materials and Technology

Classes are posted on Canvas and are accessed via E-learning Support Website: <http://elearning.ufl.edu/>. Access to a tutorial that includes the May 2017 upgrade: <https://community.canvaslms.com/videos/1124-canvas-overview-students>

Laptops/Tablets: Laptops will be used in class and for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason.

Required Course Materials & Textbooks:

- Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>
- Clarkson, H. (2021). *Musculoskeletal assessment: Joint range of motion, muscle testing, and function* (4th ed.). Wolters Kluwer.

Optional Material:

Avers, D. & Brown M. (2019). *Daniels and Worthingham's Muscle Testing: Techniques of Manual Examination and Performance Testing* (10th ed.). St. Louis: Elsevier.

Van Ost, L. (2012). *Cram Session in Manual Muscle Testing: A Handbook for Students & Clinicians* (1st ed.) SLACK Incorporated.

Van Ost, L. (2013). *Cram Session in Goniometry: A Handbook for Students & Clinicians* (1st ed.). SLACK Incorporated.

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

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

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**Assignments**

Theme	# Available	Details	Weight
Competencies	1	Competency 1	20%
	1	Competency 2	20%
Quizzes	9	Pre-Class	5%
	2+	In-Class	10%
Assignment	1	Activity Analysis	15%
Professionalism: Skill Development	3+	Peer to Peer	5%
	13	Individual Accountability	25%
		Total	100%

Grading

This is a skills course, and therefore, you will be required to learn the skills of measuring joint range and muscle strength testing with accuracy. To receive a grade for this course, it is mandatory that you demonstrate competency with ROM and manual muscle testing (**Pass** all Competencies). Students who do

not initially pass a Check-off/Competency must successfully retake all portions of a comparable Check-off/Competency before the end of the Summer C semester to earn a final grade for this course. Otherwise, you will receive an **Incomplete** for the semester, regardless of your performance on the written quizzes and exam. Required repetition of a Check-off will also result in a deduction of professionalism point(s) in addition to a reduction of points as posted on the corresponding grading form. Performance during Competencies will follow grading guidelines listed on respective Competency grading form (loaded on course website).

OTD Program Standard Grading Scale: For more information concerning program grading policies see *OTD Student Manual*. Please note that a C- grade is considered a failing grade by the OTD program. Point system used (i.e., how do course points translate into letter grades).

Example:

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	70-79.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C	D+	D	D-	E

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

More information on UF grading policy may be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Testing Policy

At least two closed note/book/browser quizzes will be administered in this course. Quizzes will be administered in the classroom during the regularly scheduled class meeting time. Quizzes will be administered via the course website on Canvas. Students must bring a laptop/notebook/tablet with the LockDown Browser installed and tested. Multiple choice quizzes are used to assess critical thinking in relation to knowledge and skills taught in the course and are provided in the style used on the NBCOT Certification Exam (e.g., there may be more than one “right” answer, but the student must identify the “best” answer). Students who need accommodations for in-class quizzes must contact the Disability Resource Center and make arrangements prior to the quiz. Quizzes are estimated to last 10 minutes, but students will be provided with 20 minutes to ensure ample time to complete the quizzes.

Assignment policy

Lab assignments and worksheets may be written legibly in **black ink**. Only the Biomechanics Analysis assignment is to be typed. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions, and correct referencing are expected for all assignments. Professional level communication is expected on all written work (e.g. use of single line strikethroughs when errors are made). References are to be cited in APA format.

I. Pre-Class Quizzes (5%)

A total of 9 individual readiness quizzes will be administered throughout the semester. Individual readiness quizzes are short quizzes designed to assess your readiness to actively engage in classroom activities based on your advanced preparation (e.g., assigned chapter reading and reading preparation lab sheet). Each individual readiness quiz will be available to complete online via Canvas. **Each quiz is**

due the Sunday before class by 11:59 pm. Individual readiness quizzes are opened note/book/browser quizzes that will be administered via the course website on Canvas.

II. In-Class Quizzes (10%)

At least two closed note/book/browser quizzes will be administered in this course.

III. UE & LE ROM Competencies (20%)

UE & LE ROM Competencies will involve working in pairs to demonstrate ability to accurately and efficiently measure UE & LE ROM. Students will be assigned a time and partner for Competencies. Once in front of the instructor, each student will randomly select a series of motions to measure on their partner and will then act out their role as a therapist using their partner as the client. The amount of time allocated for each Check-off/Competency appointment reflects the time necessary for the student to complete the ROM assessment ASSUMING the student is adequately prepared. Students who demonstrate inadequate preparation will be required to repeat the Check-off/Competency at a later time/date.

IV. ROM & MMT for UE & LE Competencies (20%)

Students will be assigned randomly in pairs and complete UE & LE ROM and UE & LE MMT competencies on volunteer adult clients from the community. This competency will involve one UE & LE ROM and one UE & LE MMT movement each student to be performed on an individual whom you will have a "brief" medical history on. The amount of time allocated for each Check-off/Competency appointment reflects the time necessary for the student to complete the ROM assessment ASSUMING the student is adequately prepared. Grading for this competency is focused on accuracy of the movement, handling techniques as well as professionalism. Students who have shown lacking professional behaviors, at this point in the course, will not be allowed to participate in real-life client competencies, and will have to do an alternate final competency, which will result in a point deduction.

V. Biomechanical Activity Analysis (15%)

Students will select an activity that requires the LE, UE, and hand function. ROM, functional requirements and outcomes, safety concerns, sensory deficits, and context will be analyzed throughout the assignment.

VI. Professionalism – Peer to Peer Accountability (5%)

Students will provide peer evaluations throughout the semester. A rubric will be provided in Canvas.

VII. Professionalism – Individual Accountability (15%)

Students will be evaluated throughout the semester by Dr. Piazza and Ms. Lotz regarding their professionalism as demonstrated by active engagement and hands-on participation in skill development assignments and activities.

Students who miss a class must contact the instructors to determine a make-up activity. Upon completion of the activity, they must attach a copy of the *signed and approved* Excused Absence Petition Form to the completed lab sheet.

Lab Worksheets:

Structure of Peer Teaching

Research has shown that peer teaching and peer learning has been shown to be highly effective. This form of mutual learning will be utilized during hands-on-learning labs to promote increased independence and better preparation for ROM/MMT competency.

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 class activity. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam or other work.

Any work that is submitted late, or any requests for make-ups due to technical issues **MUST** be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence (the ticket number received from

the Help Desk when the problem was reported to them. The ticket number 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 (via email) to the grading faculty member with documentation to support their position prior to meeting with that faculty member.

Policy Related to Required Class Attendance

Attendance Policies:

The course cannot be completed or passed without attending class. If a student misses more than 2 class periods they are at risk of failing the course.

Attendance to all 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.

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) A student who must be absent must notify Dr. Piazza (bsumm@php.ufl.edu) via email prior to the anticipated absence, if possible.
- b) See the "Policy Related to Make up Exams or Other Work" above related to missing exams.
- c) See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

Please note 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>

Assignment policies:

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 10% 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.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. 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.

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional Behavior is always expected, and can be defined as:

1. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.

3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
4. See the information on absences in "Attendance Policies" above and the Absence Policy in the *OTD Student Handbook* published on the OTD program website. 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>.
5. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings and complete assigned preparatory activities as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
6. Professional work habits also 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; turning off all electronic devices; 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.
7. Students are expected to actively participate in discussions and lab 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 the professional role.
8. Clinical level professionalism is expected for all Competencies.
 - a. This includes (1) arriving on time, (2) having good proficiency with testing procedures, (3) bringing own goniometers, chart, and applicable paperwork (4) wearing UF ID so that it can be easily read, and (5) use of professional communication & demeanor.

Initial infraction will carry a warning; however, each additional infraction will carry a point deduction. Points will be docked (and communicated with student). See professional points handout for details.

Students with a professional behavior score of under 80 points before the final competency will not be allowed to participate in the final competency with the live clients and will have to complete the competency with the instructor. If this must occur, then a **10%** deduction from the final score will occur.

9. **Dress Code FOR THIS CLASS ONLY**

For muscle and joint palpation, as well as muscle identification:

- a) Shorts or workout leggings type gym attire, and sleeveless shirts, tank tops/ or t-shirts. Clean, closed toe shoes with adequate base of support.
- b) Jewelry & make-up kept to a minimum. No hats. No fragrances.

Please dress appropriately for your morning/early afternoon class. You may change for this class in the restrooms located on the ground floor or first floor.

10. Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
11. **Laptops/Tablets:** Computers may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use computers in class for any other reason. Topic instructors may further limit or prohibit the use of computer used during presentations.

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.

Academic Integrity

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

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

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

On Campus Face-to-Face

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

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

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated

and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Guests Attending Class:

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, 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

Diversity Statement

"I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class."
