

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6437: Occupation-based Practice and Rehabilitation: Physical Domain (2 credits)
Fall: 2023
Delivery Format: In-Person

INSTRUCTOR CONTACT

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

Room Number: 2115

Phone Number: 352-273-6137

Email Address: annagalloway@php.ufl.edu

Preferred Communication: Email

Office Hours: Wednesday 11:45am – 1:45pm – please book a time using this [link](#)

Instructor: Lindsey Telg, MOT, OTR/L

Room Number: 2170

Phone Number: 352-273-6146

Email Address: ltelg@ufl.edu

Preferred Communication: Email

Office Hours: Wednesday 11:45am – 1:45pm – please book a time using this [link](#)

Prerequisites

OTH 6324 Psychosocial OT Evaluation and Intervention with a grade of C or higher

Co-requisites

OTH 6437L Occupation-based Practice and Rehabilitation: Physical Domain

PURPOSE AND OUTCOME

Course Overview

This course addresses occupation-based practice for adults and older adults with physical impairments resulting in rehabilitation needs. Students will learn to facilitate occupational performance of clients across occupational therapy domains and through the occupational therapy process as related to rehabilitation.

Relation to Program Outcomes

This is the course that corresponds to the 2-credit lab course, OTH 6437L: Occupation-based Practice and Rehabilitation: Physical Domain Lab, which has the same course objectives. The course is situated in the fall semester, second year of the Doctor of Occupational Therapy program. During this semester, the specific application of previously acquired knowledge to more complex activities and issues of participation in adults and seniors is emphasized. Students develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of clinical competences in the core knowledge of occupational therapy. 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, collaborative practice, 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 Method
Demonstrate ability to identify safety concerns and address safety of self and others.	B.3.7. Safety of Self and Others	Critical Thinking	Competencies Quizzes
Apply occupational therapy models of practice and/or theoretical frameworks to the selection of appropriate standardized and/or non-standardized assessments for evaluating occupational performance and creating intervention plans that address occupational therapy's domain of practice (i.e. ADL, IADL, work, rest/sleep, etc.).	B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference B.4.4 Standardized and Nonstandardized Screening and Assessment Tools B.4.5. Application of Assessment Tools and Interpretation of Results	Critical Thinking; Valuing of Diversity	Competencies Quizzes
Administer assessment tools using appropriate procedures and protocols.	B.4.5 Application of Assessment Tools and Interpretation of Results	Psychomotor Skills	Competencies
Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools.	B.4.7. Interpret Standardized Test Scores B.4.8. Interpret Evaluation Data	Critical Thinking	Competencies
Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety.	B.4.9. Remediation and Compensation B.4.10. Provide Interventions and Procedures B.4.16. Dysphagia and Feeding Disorders	Critical Thinking; Psychomotor Skills	Competencies Quizzes
Provide intervention using orthotic devices, including fabricating and fitting clients for orthotics, and training clients to use and maintain orthotic devices for improved occupational performance.	B.4.12. Orthoses and Prosthetic Devices	Critical Thinking; Psychomotor Skills	Quizzes
Demonstrate understanding of the evidence, rationale, principles, and safety concerns for use of superficial thermal and mechanical modalities, and deep thermal and electrotherapeutic modalities as preparatory to occupation-based and purposeful activity interventions.	B.4.17 Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices	Critical Thinking; Psychomotor Skills	Competencies Quizzes
Apply the concepts of grading and adapting to client-centered occupational therapy interventions, including those involving the environment.	B.4.18. Grade and Adapt Processes or Environments	Critical Thinking; Psychomotor Skills	Competencies Quizzes
Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings.	B.4.24. Effective Intraprofessional Collaboration B.4.25. Principles of Interprofessional Team Dynamics	Collaborative Practice	Quizzes

Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan.	B.4.22. Need for Continued or Modified Intervention	Critical Thinking	Competencies
Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team.	B.4.28. Plan for Discharge	Critical Thinking; Collaborative Practice	Quizzes Competencies
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism	Professionalism

Instructional Methods

Instructional methods include: class lecture, online PowerPoint slides, readings, posted preparatory learning activities, individual and group assignments, presentations, lab experiences, site visits, and competency and objective evaluations. This course includes blended learning activities.

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 (NOTE: Additional readings and preparatory activities will be included on the Canvas website. You will need to check it when preparing for a specific class.)

Week	Topic
1	Virtual/Asynchronous: Foundational Material Review
2	Course Introduction, Intro to Physical Rehabilitation
3	Labor Day – No Class
4	FLIPPED LECTURE: Impact of Trunk/Postural Control and Balance on Functional Reach In Class: Balance Assessments
5	Introduction to Evidence-Based Interventions for Neuromotor Conditions
6	FLIPPED LECTURE: Mild Neurological Conditions In-Class Lecture: Intervention for Mild Neurological Deficits
7	FLIPPED LECTURE: Moderate Neurological Conditions In-Class Lecture: Intervention for Moderate Neurological Deficit
8	FLIPPED LECTURE: Severe Neurological Conditions

	In-Class Lecture: Intervention for Severe Neurological Deficit
9	Physical Rehabilitation for Special Populations – Part 1
10	Acute Care and Line Management
11	Physical Rehabilitation for Special Populations – Part 2
12	Feeding, Eating and Swallowing for the Entry-Level Occupational Therapist
13	UE Assessment, Intervention and Orthotics
14	In-Class Integration Activity
15	Fieldwork – No Class
16	Final Exam Intervention Competency

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 may be used in class 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. Topic instructors may further limit or prohibit the use of laptop used during presentations.

Required Course Materials & Textbooks:

- Dirette, D.P & Gutman, S. A. (Eds.). (2021). *Occupational therapy for physical dysfunction (8th ed.)* Philadelphia: Wolters Kluwer.
 - **It is highly recommended you purchase and retain a hardcopy of this textbook for reference during fieldwork, as a reference in Capstone (if applicable), and to prepare for the NBCOT.**
- 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>
- 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/>
- You will also need membership in the American Occupational Therapy Association to access resources available on the website www.aota.org

Recommended Textbooks (Optional):

- Hinojosa, J. & Kramer, P. (Eds.). (2014). *Evaluation in occupational therapy: Obtaining and interpreting data (4th ed.)*. Bethesda, MD: AOTA Press.
- Asher, I.E. (Ed.). (2014). *Occupational therapy assessment tools: An annotated index (4th ed.)*. Bethesda, MD: AOTA Press.
- Gillen, G. (2015). *Stroke rehabilitation: A function-based approach (4th ed.)*. St. Louis, MO: Elsevier Mosby.
- Shumway–Cook A. & Woolacott, M. (2016). *Motor Control, Translating Research into Clinical Practice*. Philadelphia: Lippincott Williams and Wilkins.

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>

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 that my words and actions reflect respect for the diverse experiences and perspectives of others including but not limited to race, color, national origin, religion, sex, sexual orientation, gender, gender identity and expression, disability, age, marital status, family/parental status, socioeconomic status, culture, political beliefs or affiliation, and any other class of individuals protected from discrimination under state or federal law. Through inclusive representation, we can learn to better serve our community, peers, family, friends, and future clients or patients.

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 welcome.

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://phttp.ufl.edu/about-phttp/diversity-and-inclusion/>

ACADEMIC REQUIREMENTS AND GRADING

OTH 6437 Assignments

Requirement	Due date	Points (totaling 100)
Class Preparation Reading Guides (10 total)	Weekly by Sunday 11:59pm	20
Introductory Review Sheet	Due in Canvas by Sunday 9/3 at 11:59pm	5
2 Exams (scenario based)	In-Person – Wednesday 10/18 - 4-6pm In-Person- 12/12 (time TBD).	30 points total (must score at least 75%; students who score below a 75% will have one opportunity for grade remediation)
Physical Rehab Review Portfolio	Portfolio - Due in Canvas Sunday 12/10 by 11:59pm	10
Comprehensive Competency - Treatment Plan Write-Up	Complete in class and due at end of class session – 11/20 - 4-6pm	30 - Must score at least 80% (24/30) and not have any safety issues in order to pass.
Professional Identity	All semester	5
Total		100%

Grading

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).

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

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.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Multiple choice exams 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 exams must contact the Disability Resource Center and make arrangements prior to the exam.

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 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.

Professionalism: Student professionalism will be observed throughout the course and monitored. The Professionalism Rubric will be reviewed on the first day of class (see Canvas for a copy of rubric) and will be used to guide the instructor in monitoring professionalism. Please see the Professional Behavior section of this syllabus for more information on expectations for this course.

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.

Policy Related to Required Class Attendance

Attendance Policies: 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 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) A student who must be absent must notify Dr. Galloway (annagalloway@php.ufl.edu), Mrs. Telg (ltelg@ufl.edu), AND Dr. Myers (ctmyers@php.ufl.edu) via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
- 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 policies on excused and unexcused absences.

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 at **11:59pm** on the due 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 are to be typed. 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.

Competency Grades: Students must demonstrate clinical competency in order to pass the course. A minimum score must be achieved and there must be no safety concerns in order to pass the competency assignment. Students failing to demonstrate competency will be provided feedback on what to study, practice, and/or rewrite in order to successfully pass any failed competency assessment. Students will be given one additional attempt to pass a competency assessment.

Exam Grades: Students will complete two exams. The exams are based on content through the beginning of the semester (exam 1) and the remaining content (exam 2) and questions are largely scenario based, requiring students to use clinical reasoning to determine the correct answer. Exams are one method by which students are expected to demonstrate proficiency with the material in preparation for fieldwork. Students must receive a score of at least 75% on each exam to pass the class. Students who score below a 75% will be notified within 24 hours of the exam and are expected to attend a grade recovery session for the opportunity to earn up to the 75% required. Students who do not achieve a 75% through grade recovery will receive an incomplete for the semester, but will have one additional opportunity for grade remediation in the Spring.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional Behavior is expected at all times, 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 professional therole.
8. Professional attire in lectures and labs when there are guests, in all clinics and site visits.
 - a) Clean long khaki or blackk pants that remain fitted when moving and bending.
 - b) Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
 - c) Clean, closed toe shoes with adequate base of support.
 - d) Jewelry & make-up kept to a minimum. No hats. No fragrances.
9. 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.
10. **Laptops/Tablets:** Laptops may be used in class 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. Topic instructors may further limit or prohibit the use of laptop 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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open

during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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>

Class Session Recordings

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 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.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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

Inclusive Learning Environment

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