

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6525C
Occupation-based Practice, Participation, and Health for Children and Youth
(3 credits)
Spring: 2022
Delivery Format: On-Campus

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Prerequisites

OTH 6002 Foundations of Occupational Therapy and OTH 6539 Occupational Therapy Theory

PURPOSE AND OUTCOME

Course Overview

This course addresses the influence of occupation-based practice on health and well-being for children and youth with impairments that impact participation. Students will learn to facilitate performance of clients and their families across domains to improve health in natural environments, such as homes, communities and schools.

Relation to Program Outcomes

This course is situated in the spring 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 children and youth 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 for children and youth. The course builds upon knowledge and skills for adult clients that as taught in the fall semester. Laboratory activities are used to develop and evaluate individual student competencies. The focus is on instructional outcomes, from Phase 1 of the curriculum framework, related to the following curricular themes: human occupation and health, critical thinking for practice and scholarship, psychomotor skills, collaborative practice, and professionalism.

Course Objectives and/or Goals

Student Learning Objectives- By the end of the course, students will be able to:	ACOTE Standard	Curricular Theme(s)	Assessment
Demonstrate ability to identify safety concerns and address safety of self and others.	B.3.7. Safety of Self and Others	Critical Thinking	Competency & Professionalism Rubric
Evaluate client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, play, rest, sleep, leisure, and social participation in the community setting.	B.4.5. Application of Assessment Tools and Interpretation of Results 4.8. Interpret Evaluation Scores B.4.10. Provide Interventions and Procedures	Critical Thinking; Valuing of Diversity	Exams. ToPs & TOES assignment, SFA assignment, Lab sheets
Demonstrate understanding and application of telehealth for evaluation and intervention for children and youth.	B.4.15. Technology in Practice	Critical Thinking	Competency
Within the home, school, and community provide intervention, including compensatory strategies, to address occupational performance for children and youth with disabilities.	B.4.9. Remediation and Compensation	Psychomotor Skills	Handwriting lab sheet
Address occupational performance across environments (e.g., home, school, community) through evaluation, adaptations, and environmental modifications.	B.4.18 Grade and Adapt Processes or Environments	Critical Thinking	Lab Sheets, AT Assignment
Apply the concepts of grading and adapting to client-centered and/or family-centered occupational therapy interventions, including those involving the environment.	B.4.18 Grade and Adapt Processes or Environments	Critical Thinking; Psychomotor Skills	Lab Sheets
Implement strategies for supervision, consultation, and collaboration with professionals within community and school settings for children and youth.	B.4.19 Consultative Process B.4.25. Principles of Interprofessional Team Dynamics	Human Occupation and Health Collaborative Practice	SFA assignment, Exams
Describe the processes related to transition services that occupational therapists use for children, youth, and families in schools and the community.	B.4.20. Care Coordination, Case Management, and Transition Services	Human Occupation and Health	Lab Sheets
Evaluate functional mobility and community mobility needs of youth and describe options and strategies to improve participation.	B.4.13. Functional Mobility	Critical Thinking; Psychomotor Skills	Exams Lab sheet DME

Student Learning Objectives- By the end of the course, students will be able to:	ACOTE Standard	Curricular Theme(s)	Assessment
	B.4.14. Community Mobility		
Assess the assistive technology needs of children and youth for occupational performance and participation, including fabrication and fit of low-tech reading materials.	B.4.11 Assess, demonstrate, fabricate, apply, fit, train in assistive technologies	Critical Thinking Psychomotor Skills	Assignment: Adapted book or GRIP device
Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy (IDEA Part B & C, 504)	B.5.4. Systems and Structures that Create Legislation	Critical Thinking	Exams
Positively change behavior based on constructive feedback received in class.		Professionalism	Reflection assignment

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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule **subject to change- any changes will be sent in an announcement through Canvas*

Monday: Section B 8:30, Section A 9:35; Tuesday: Section B 9:35-11:30 OR Section A 11:45-1:40

Week	Dates	Topic(s)	*Readings
1	Recorded LS	<ul style="list-style-type: none"> Course overview An Overview of OT for Children and Youth Foundations and Practice Models for OT with Children and Youth? 	Syllabus Case-Smith's OT Ch. 1 & 2
2	Jan 10 HH G301	Early Intervention: IDEA Part C, Service Delivery, Teaming, Natural Environments	Case-Smith's OT Ch. 23
	Jan 11 HH 1107/1103	Early Intervention – Natural Environments, Transition	
3	Jan 17	NO CLASS Martin Luther King Holiday	Case-Smith's OT Ch. 3 & 5 (only pgs. 258-259)
	Jan. 18 LS 1107/1103	Working with Families & Coaching Models	
4	Jan 24 LS G301	Play- Development, OT Assessment, Interventions to Improve Play Participation	Case-Smith's OT Ch. 11
	Jan 25 LS	TOPS/TOES	

Week	Dates	Topic(s)	*Readings
	Thursday/Friday	Sign up for evals at Baby Gator or set up at preschool of your choice DO NOT sign up for a time you are expected in class; Allow approx. 1 hour ☀️Professional Dress	
5	Jan 31 HH G301	School-based OT- IDEA, Service Delivery, Working in the Classroom, Teaming with Teachers and other Providers, Inclusion	Case-Smith's OT Ch. 15 (only pgs. 374-383) & Ch. 24
	Feb. 1 HH 1107/1103	SFA/IEP Assignment	
Sunday, Feb 6 SFA/IEP Assignment DUE			
6	Feb 7 LS G301	Intervention to Promote Social Participation including children with Mental Health & Behavioral Disorder	Case-Smith's OT Ch. 14 21 (Beh.) & 28 (MH)
	Feb. 8 LS & LT 1107/1103/1101	ALERT Method & Zones of Regulation ☀️ Guest Ms. Lindsey Telg	
7	Feb. 14 LS G301	ToPS/TOES Case study peer feedback presentation	
	Feb. 15 LS 1107/1103/1101	CAPE/PAC and M-FUN Pediatric Card Sort	
Sunday, Feb 20 ToP/TOES Case Study DUE			
8	Feb 21 HH G301	Handwriting Lecture	Case-Smith's OT Ch. 15 (only pgs: 384-388)
	Feb 22 AW/HH 1107/1103	Handwriting Lab	
FRIDAY	Feb. 25 LS 1107/1103 Section A 9:00 am -10:15 am Section B 10:30-11:45 am	Mobility to promote participation: pediatric w/c, gait trainers, standers ☀️ Guest: Danny Leibach, ATP	Chapter 19
9	Feb 28 LS	Assistive Technology	Case-Smith's OT Ch. 19
	March 1 HH/LS/AW 1107/1103/1101	Assistive Technology Lab Stations	
Midterm: Tuesday, March 1, 4:30-6			
Spring Break and Level 1 FW			
11	March 21 LS G301	ADLs- Assessment and Intervention for Children and Youth including CP with positioning for ADL	Case-Smith's OT Ch. 12 Case-Smith's OT Ch. 13
	March 22 LS 1107/1103	Wee_FIM & IADL's & Activity Analysis	
March 25-27 optional activity to do your AT assignment at Hands to Love camp: Innovation Station			
12	March 28 HH G201	Teen Driving ☀️ GUEST: Ms. Gibson	Online CEU course on teen driving
	March 29 HH/AW 1107/1103	<u>PEDI-CAT</u> ☀️ GUEST: Dr. Jessica Kramer	Video on PEDI-CAT

Week	Dates	Topic(s)	*Readings
AOTA conference March 31-April 3 2022 San Antonio			
13	April 4 LS/AW G301	School based OT pulling it together & Response to Intervention	Review Case-Smith's OT Ch. 15 & 24
	April 5 LS/HH/AW 1107/1103	School based OT cases	
14	April 11 LS G301	Pediatric Telehealth Q&A for competency	Review Scaffa & Reitz Ch. 23 <i>(was required in adult course)</i>
	April 12 LS 1107/1103	School to Community & Transition to Adulthood	Case-Smith's OT Ch. 25 Scaffa & Reitz Ch. 10 & 11
15	April 18 LS/HH G301	Course wrap up	
	April 19 TELEHEALTH LS/HH	Participation Competency based on CAPE/PAC assessment results, plan, & implementation	
FINAL Wednesday, April 27, 10-11:30 am			

*Readings: Additional readings many be posted in Canvas

☀ professional dress encouraged

Course Materials and Technology

Classes are posted on Canvas and are accessed via E-learning Support Website: <http://elearning.ufl.edu/>.

Required Course Materials & Textbooks:

O'Brien, J. C. & Kuhaneck, H. (2020). *Case-Smith's occupational therapy for children and adolescents*. St. Louis: Elsevier. ISBN: 9780323512633

Scaffa, M.E. & Reitz, S.M. (2020). *Occupational Therapy in Community and Population Health Practice (3rd ed)*. Philadelphia: F.A. Davis Company.

- AOTA membership www.aota.org

Required journal article readings, links for materials, and learning activities are posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>

Recommended Textbook

Cahill, S. M. & Bowyer, P. (2019). *Cases in pediatric therapy: Assessment and intervention*. Thorofare, NJ: Slack Incorporated. ISBN-10: 1617115975

Laptops/Tablets: Laptops in class are 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.

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>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Two multiple choice exams are given (midterm and final) in this course and will be given in a classroom using Canvas. 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.

Pass/Fail Competency Grades: Students must demonstrate competency (i.e., pass all elements in the competency assessments) in order to pass the course. 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 three attempts to pass a competency assessment.

- **Case Study:** Students will complete this assignment with a partner after doing the assessment (TOPS & TOES) together. Using their textbooks and peer-reviewed journal articles, students are required to develop an evidence-based intervention plan for the client in the case. Students will have about one month to work on their assigned case and formulate the plan of care. The final product will be a written case. The instructions and rubric are provided on Canvas.
- **Participation Competency:** Through demonstration via a telehealth recorded session, students will demonstrate their proficiency and understanding of relevant interventions and activity analysis. Each student will be assigned a peer/client and must plan to participate in the competency as if they were getting ready to work with a real client. Basic referral and assessment information will be provided to students and they are responsible for choosing and showing competence in provision of an intervention based on results of CAPE/PAC assessment. More information about the competency and a copy of the grading rubric is provided on Canvas.

SFA/IEP Assignment: Students will be assigned to a group to complete the scoring of the SFA Assessment based on a case study. In groups, students will complete a brief evaluation report and IEP template. Instructions and rubric are on Canvas.

Lab Grades: Students must complete each required lab sheet submission. Incomplete submissions will be returned to the student with one attempt to resubmit within one week of return allowed. Upon receipt, the student is responsible for improving the lab sheet within the specified timeframe, until the notebook receives the passing grade. Students who miss a lab must attach a copy of the *signed and approved* Excused Absence Petition Form to the completed lab sheet. Late submissions will result in a 10% grade reduction.

Professionalism (5 points, assessed all semester): 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.

Requirement	Due date	Points
2 exams (20 points each)	Midterm Tuesday 3/1 4:30 Final Wed. 4/27 10:30	40/ 20 points each
SFA/IEP assignment (group)	2/6	5 points
Case study (TOPS/TOES)	2/ 13 (draft due) in Canvas 2/20 Final copy due	15 points (must pass 11.5)
Adapted book or GRIP tool	3/31	5 points
Teen driving CEU certificate	4/11	1
Lab worksheet submissions or quizzes (7)	Friday after the lab	2 points each total 14points

Participation competency	4/19-22	15 points (must pass with 11.5)
Professionalism Reflection & Gator Eval	4/22	5 points
Total		100

- **ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE**

Assignment policies: Assignment due dates are provided in the course outline in this syllabus and in the assignments tab on Canvas. 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 except lab sheets and assessment forms 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.

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

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

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.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 to Canvas and is 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.

Pass/Fail Competency Grades: Students must demonstrate competency (i.e., pass all elements in the competency assessments) in order to pass this course. 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 three attempts to pass a competency assessment.

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. Struckmeyer AND Dr. Myers ctmyers@p.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 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>

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.

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. 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 role.
8. Professional attire in lectures and labs when there are guests, in all clinics and site visits.
 - a) Clean long khaki or black pants that remain fitted when moving and bending.
 - b) UF OT Polo, Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
 - a. Alternative: Scrubs for in class and labs
 - c) Clean, **closed toe shoes** with adequate base of support.
 - d) Jewelry & make-up kept to a minimum. No hats. No fragrances.
 - e) Face Masks
 - f) Face shield or goggles if within 6 ft. of others

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 additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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:

DURING COVID-19 NO GUESTS PERMITTED

(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>)

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu , is highly encouraged.**

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress. 4444444444444444

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ 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; ufhealth.org/emergency-room-trauma-center. 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

