

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6526C OT Clinical Skills 3
(2 credits)
 Spring: 2022
 Delivery Format: On-Campus

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 Office Hours: Wednesday 12:00-1:00 pm
 Preferred Course Communications (e.g. email, office phone): email
Section BB: Wednesdays, 9:50-11:45 am; Section AA: Wednesdays 1:15-3:15 pm

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 Office Hours: Tuesday, 2:00-3:00 pm and by appointment
 Preferred Course Communication: email
Section CC: Mondays, 11:00 am-1:00pm

Prerequisites

OTH 6115C OT Clinical Skills 2 or equivalent coursework with permission of the instructor with a grade of C or higher

PURPOSE AND OUTCOME

Course Overview

Students will learn how to provide occupational therapy for children, youth, and their families using active learning and practice of assessment and intervention approaches. The course emphasizes skill-based learning for occupational therapy practice.

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. The course builds upon knowledge and skills for adult clients that was taught in the fall semester. Emphasis is placed on the development of problem-solving abilities and actual practice. The student will have the opportunity to further his/her knowledge and understanding of activities in relation to occupational performance for children and youth through exposure to lectures, readings, evidence-based practice activities, video recordings, and lab practice. 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(s)
Demonstrate ability to identify safety concerns and address safety of self and others.	B.3.7. Safety of Self and Others	Critical Thinking	Lab Sheets, Professionalism Grade

Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills for children and youth.	B.4.2. Clinical Reasoning B.4.3. Occupation-based Interventions	Critical Thinking	Lab Sheets, Competency Exam, Exams
Demonstrate appropriate procedures and protocols when administering screening and assessment tools designed for children and youth.	B.4.5 Application of Assessment Tools and Interpretation of Results	Psychomotor Skills	Assessment Administration
Use evaluation findings to develop interventions for occupational performance and participation based on appropriate theoretical approaches, models of practice, frames of reference, and interdisciplinary knowledge for children, youth, and their families.	B.2.1. Scientific, Evidence, Theories, Models of Practice, and Frames of Reference	Critical Thinking	Evaluation Write Up
Using case studies, analyze and evaluate how disease processes effect occupational performance for children and youth.	B.3.5. Effects of Disease Processes	Human Occupation and Health	Evaluation Write up, Lab Sheets, Exams
Formulate a plan for intervention for a child or youth following activity analysis, a guided by the Occupational Therapy Practice Framework.	B.3.6. Activity Analysis	Critical Thinking	Lab Sheets
Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.	B.4.7. Interpret Standardized Test Scores B.4.8. Interpret Evaluation Data	Critical Thinking	Evaluation Write Up, Exam
Develop and implement intervention strategies to remediate and/or compensate for developmental and/or rehabilitation deficits in children and youth.	B.4.9. Remediation and Compensation B.4.10. Provide Interventions and Procedures	Critical Thinking; Psychomotor Skills	Evaluation Write Up, Lab Sheets
Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances for children and youth.	B.4.18. Grade and Adapt Processes or Environments	Critical Thinking; Psychomotor Skills	Lab Sheets
Monitor and reassess, in collaboration with the child or youth, caregiver, and family, the effect of occupational therapy intervention and the need for continued or modified intervention.	B.4.22. Need for Continued or Modified Intervention	Critical Thinking	Lab Sheets
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism	Professionalism Grade

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 preparatory work to be completed through Canvas prior to each class meeting.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	1/5 (Section CC with Section BB on Wednesday, 9:50-11:45 am)	Introduction to Course Overview of Developmental Domains Lab: Case Study - Cooper	Case-Smith Ch. 4
2	1/10 or 1/12	Overview of Gross Motor Development (online video) Development of Postural Control (online video) Asynchronous Assignment: Overview of Standardized Testing in Pediatrics (watch online video before 1/24) (this will be on your exam!) Lab: <ul style="list-style-type: none"> • Testing of Reflexes and Reactions 	Foss' Reflexes and Reactions (pick up at Target Copy) Case-Smith Review Gross Motor and Mobility p. 102 and App. 4.15 (p. 121) Case-Smith Ch. 7
3	1/19 – (Section CC with Section BB on Wednesday, 9:50-11:45 am)	Lab: <ul style="list-style-type: none"> • Testing Reflexes and Reactions (cont.) • Overview of Fine Motor Development (video) • Fine Motor Interventions 	Case-Smith Review Fine Motor and Manipulation p. 103 and App. 4.9A-4.13 (pp. 118-119)
4	1/24 or 1/26	Assessment using Observations Lab: Practice Observation, PDMS-2: Administration and Practice	Case-Smith Ch. 6
5	1/31 or 2/2	PDMS-2: Scoring, Interpretation, Intervention Planning Lab: PDMS-2 Scoring Lab	Cahill & Bowyer: Jacob, pp. 93-98 (available on Canvas) PDMS-2 Manual
6	2/7 or 2/9	Clinical Observations (Sensorimotor) – Blanche video Lab: Practice Clinical Observations Assessment	Bundy & Lane, Ch. 9 (available on Canvas)
7	2/14 or 2/16	Lab: Practice Clinical Observations Assessment (cont.)	
	2/22 Tuesday	Exam 1 (3:00-4:00 pm) Room TBA All students	
8	2/21 or 2/23	Dunn's Model of Sensory Processing Sensory Profile-2- Administration, Scoring, Interpretation Developing a Sensory Diet Lab: Practice Sensory Profile 2- Case: Jacob	Case-Smith: Box 28-10. p. 750 SP-2 Manual (pp. 1-15) available on Canvas Cahill & Bowyer: Jacob, pp. 93-98 (available on Canvas)
9	2/28 or 3/2	Competency Exam	

Week	Date(s)	Topic(s)	Readings
	Fieldwork		
10	Fieldwork		
11	3/21 or 3/23	BOT-2- Administration, Scoring, Interpretation, Intervention Planning Lab: Practice BOT-2	BOT-2 Manual (pp. 1-14)
12	3/28 or 3/30	BOT-2- Scoring and Interpretation cont. Lab: BOT Scoring	
13	4/6 (All sections)	BOT Day (sign up in groups for a time) Evaluation Write-Up Due 4/10	
14	4/11 or 4/13	Children's Kitchen Task Assessment- Administration, Scoring, Interpretation, Intervention Planning/Executive Functions Lab: Practice Children's Kitchen Task Assessment	Rocke et al., 2008 Berg, et al., 2012
15	4/18 & 4/20	Interventions to Improve Motor Control/Motor Learning Practice/Repetition CO-OP for DCD <ul style="list-style-type: none"> • Watch Dr. Kreider's video lecture on DCD <u>before</u> class Lab: Motor Control/Motor Learning Case Study Assessment Administration Due 4/24	Case-Smith Ch. 16 Case-Smith Ch. 17 (pp. 435-450)
	4/21-4/22	Reading Days- no classes	
16	4/26 Tuesday	Finals Week Exam 2 (4:00-5:00 pm) Room TBA All students	

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:

- O'Brien, J. C. & Kuhaneck, H. (2020). *Case-Smith's occupational therapy for children and adolescents*. St. Louis: Elsevier. ISBN: 9780323512633
- Foss, J. (unpublished) *Manual of normal development of motor patterns*. (Available at Target Copy)
- Lab Worksheet Packet (Available at Target Copy)
- Any additional 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/>

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

Exams (Total 50 points, 25 points each, 2/22 & 4/26): Two multiple choice exams based on lecture, lab, and readings are given in this class. 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). The exams will not be cumulative and they will be given in class on Canvas.

Assessment Administration (10 points, due 4/24): Students will demonstrate the ability to administer portions of one of three assessments: the Bruininks-Oseretsky Test of Motor Proficiency, 3rd edition and the Peabody Developmental Test of Motor Skills, 2nd edition or the Children’s Kitchen Task Assessment. Students will work in pairs to administer portions of the exam to a child. The instructions and rubric can be found on the Canvas course site.

Evaluation Write-Up (20 points, due 4/10): Students will be provided a completed sample evaluation with assessment findings. Using a structured template, students will write-up the evaluation using professionalism, family-friendly language (i.e., no medical jargon). The instructions and rubric can be found on the Canvas course site. Submit the final paper to Canvas.

Professionalism (5 points, assessed throughout semester): Student professionalism will be observed throughout the course and monitored. This will include the student’s active participation and engagement in lab. 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. Faculty will sign off on student’s participation each week. Students will be provided an update from the instructor at midterm so that they are aware of their grade at that time and ways to improve it, as needed. Please see the Professional Behavior section of this syllabus for more information on expectations for this course.

Lab Worksheets (Total 5 points, 0.5 points each, due weekly): Lab submissions will include lab worksheets completed during each lab throughout the semester. Criteria for passing include completion of all lab work, thoughtful responses to critical thinking questions, and evidence of appropriate team collaboration during group activities. Students must attain a passing grade for each lab worksheet submission. Failing submissions will be returned to the student. Upon receipt, the student is responsible for improving the worksheet within a specified timeframe, which is determined by the grading faculty member, until the worksheet receives the passing grade. Worksheets will be graded in class the following week.

Assessment Competency (10 points, 2/28 or 3/2): Through demonstration and oral response, students will demonstrate their proficiency and understanding of assessment of reflexes and reactions and clinical observations. Each student will be provided an assigned time and must plan to participate in the competency as if they were getting ready to work with a real patient. Basic referral information will be provided to students and they are responsible for choosing an assessment and showing competence in assessment administration. More information about the competency and a copy of the grading rubric is provided on Canvas.

Requirement	Due date	Points or % of final grade (% must sum to 100%)
2 exams (25 points each)	2/22, 4/26	50 points
Competency Exam	2/28 or 3/2	10 points (must pass in order to pass the class)
Assessment Administration	4/24	10 points

Evaluation Write-up	4/10	20 points
Professionalism	All semester	5 points
Lab worksheets (0.5 points each)	weekly	5 points
Total		100 points

Grading

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	87-89	83-86	80-82	77-79	70-78	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:

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

Exam Policy

Two multiple choice exams are given at regular intervals in this course and will be given in the classroom using Canvas. 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 email received from the Help Desk when the problem was reported to them. The email will document the time and date of the problem. You **MUST** e-mail the instructor within 24 hours of the technical difficulty if you wish to request a late submission without points deducted. See "Assignment Policies" below for more information about late assignments.

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

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 the instructor 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.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <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 will 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 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. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <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) 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.

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.
- 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.
- 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/>).

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/>.

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>

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
