

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 6620C: Occupation-based Practice and Rehabilitation:**  
**Cognitive, Perceptual, Social Domains**  
**(3 credits)**  
 Fall: 2023  
 Delivery Format: On-Campus

Instructor Name: Chiung-ju (CJ) Liu, PhD, OTR/L, FGSA  
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 Office Hours: 3 pm to 4 pm Monday  
 Preferred Course Communications: Email

### Prerequisites

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

## PURPOSE AND OUTCOME

### Course Overview

This course addresses occupation-based practice for adults and older adults with impairments in cognitive, perceptual, and/or social interaction domains resulting in rehabilitation needs. Students will learn to facilitate performance of clients across occupational therapy domains and through the rehabilitation process.

### Relation to Program Outcomes

This course is situated in the fall semester, the 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/Goals and Learning Outcome Assessments

Student Learning Objectives- Upon successful completion of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)
		Outcome 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 <ul style="list-style-type: none"> <li>• Poll question</li> <li>• Competency exam</li> </ul>
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.) for clients with cognitive and/or perceptual dysfunction.	B.2.1. Scientific evidence, theories, models of practice, and frames of reference  B.4.4 Standardized and nonstandardized screening and assessment tools	Critical Thinking; Valuing of Diversity  <ul style="list-style-type: none"> <li>• Poll question</li> <li>• Written exam items</li> <li>• Competency exam</li> </ul>

	B.4.5. Application of assessment tools and interpretation of results	
Analyze and evaluate the effects of cognitive impairments cause by the disease processes on occupational performance.	B.3.5 Analyze and evaluate the effects of disease processes on occupational performance	Critical Thinking • Poll question • Assignment
Plan an intervention to improve occupational performance for clients with cognitive and/or perceptual dysfunction by applying the skill of activity analysis.	B.3.6 Demonstrate activity analysis to formulate the intervention plan	Critical Thinking • Poll question • Assignment • Competency exam
Administer assessment tools for clients with cognitive and/or perceptual dysfunction using appropriate procedures and protocols.	B.4.5 Application of assessment tools and interpretation of results	Psychomotor Skills • Assignment • Competency exam
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 • Assignment • Written exam items
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 for clients with cognitive and/or perceptual dysfunction.	B.4.9. Remediation and compensation  B.4.10. Provide interventions and procedures	Critical Thinking; Psychomotor Skills  • Assignment • Competency exam • Written exam items
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 • Poll question
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 • Written exam items
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 • Assignment
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism • Kick-off quizz • Professionalism

### Instructional Methods

Instructional methods include: online lecture, discussion of readings, posted preparatory learning activities, individual and group assignments, presentations (peer-teaching), lab experiences, and competency and objective evaluations. This course includes blended learning activities.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline

Week	Topical Outline
Week 1-5	Students will learn about basics in sensory and perceptual deficits, and cognitive deficits. • Basics in sensory and perceptual deficits will cover evaluation and treatment issues related to hearing impairment and visual impairment. Visual and visuo-perceptual impairments will

	<p>include age-associated vision loss (low vision), visual spatial attention deficits, and visual perceptual deficits.</p> <ul style="list-style-type: none"> <li>Basics in cognitive deficits will focus on the evaluation and treatment issues related to domain specific deficits in orientation, memory, motor planning (apraxia), and executive function.</li> </ul>
Week 6-11	This part of learning will focus on functional cognition by learning occupation-based assessments and interventions. Students will increase knowledge in cognitive models and intervention programs developed by occupational therapy or rehabilitation researchers.
Week 12-14	This part of learning will cover the neurodegenerative diseases, specifically dementia and Parkinson's disease. A comprehensive evaluation and treatment, including the cognitive, physical, and psychosocial domains, to these diseases will be addressed.
Week 15-16	Level-I fieldwork and course wrap up

### Course Schedule

The schedule is subject to change.

Week	Date	Topic	Speaker	Reading
1	8/23 (W)	<ul style="list-style-type: none"> <li>Course overview</li> <li>The model of information processing</li> <li>The sense of hearing</li> </ul>	Dr. Liu	
2	8/28 (M)	<ul style="list-style-type: none"> <li>Assessments and intervention of oculo-motor and visual fields</li> </ul>	Dr. Liu	Dirette Ch. 7
	8/30 (W)	<ul style="list-style-type: none"> <li>Low vision rehabilitation</li> </ul>	Dr. Liu	Dirette Ch. 8
3	9/4 (M)	<ul style="list-style-type: none"> <li>Holiday: No class</li> </ul>		
	9/6 (W)	<ul style="list-style-type: none"> <li>Evaluation and treatment of visual attention, visual perception, agnosia, visual neglect, memory, and executive function I</li> </ul>	Dr. Liu	Dirette Ch. 9-10
4	9/11 (M)	<ul style="list-style-type: none"> <li>Evaluation and treatment of visual attention, visual perception, agnosia, visual neglect, memory, and executive function (apraxia) II</li> </ul>	Dr. Liu & Jessica Miller, OTR	Lin PDF Park PDF Longley PDF
	9/13 (W)	<ul style="list-style-type: none"> <li>Cognitive intervention strategies</li> </ul>	Dr. Liu	Dirette Ch. 11
5	9/18 (M)	<ul style="list-style-type: none"> <li>Cognitive intervention strategies</li> </ul>	Dr. Liu	Wolf Ch. 17
	9/20 (W)	<ul style="list-style-type: none"> <li>Visual spatial attention, cognitive assessments (MVPT, BIT, SLUM, TRIAL AB) and Timed Up and Go (cognitive and motor)</li> </ul>	Dr. Liu	Wolf Ch. 6, 16
6	9/25 (M)	<ul style="list-style-type: none"> <li>Driving and cognition</li> </ul>	Beth Gibson, OTR/L, CDRS	Wanger PDF Schanke PDF
	9/27 (W)	<ul style="list-style-type: none"> <li>Functional cognition and assessing functional cognition</li> </ul>	Dr. Liu	Wolf Ch. 1-3 AOTA PDF article

7	10/2 (M)	- Functional cognition assessments overview	Dr. Liu	Wolf Ch. 4-5
	10/4 (W)	- Peer teaching of functional cognition assessment overview and preparation - Exam I (4:00 pm to 6:00 pm)	Dr. Liu	Wolf Ch. 7, 8, 10, 12
8	10/9 (M)	- Peer teaching of functional cognition assessment preparation	Dr. Liu	Wolf Ch. 7, 8, 10, 12
	10/11 (W)	- Peer teaching of functional cognition assessments	Dr. Liu	
9	10/16 (M)	- Occupational therapy cognitive intervention models: Neurofunctional approach	Dr. Liu	Wolf Ch. 18
	10/18 (W)	- Occupational therapy cognitive intervention models: Cognitive Disability Model	Dr. Liu	Wolf Ch. 21 & 14 McCraith PDF
10	10/23 (M)	- Occupational therapy cognitive intervention models: COOP	Dr. Liu	Wolf Ch. 19
	10/25 (W)	- Occupational therapy cognitive intervention models: Multi-context approach - Case study	Dr. Liu	Wolf Ch. 20
11	10/30 (M)	- Neurodegenerative diseases: Multiple sclerosis, Huntington's disease, ALS	Dr. Liu	Dirette Ch. 38
	11/1 (W)	- Neurodegenerative diseases: Parkinson's disease	Nicole Tester, PhD, MOT, OTR/L	Parkinson Foundation PDF
12	11/6 (M)	- Dementia I	Dr. Liu	Wolf Ch. 21
	11/8 (W)	- Dementia II	Dr. Liu	Dirette Ch. 46
13	11/13 (M)	- Dementia III	Dr. Liu	Levy_PDF
	11/15 (W)	- Competency written exam portion	Dr. Liu	
14	11/20 (M)	- Clinical case experience sharing or wild card	TBD	
	11/22 (W)	- Holiday: No class		
15	11/27 (M)	- Fieldwork I		
	11/29 (W)	- Fieldwork I		

16	12/4 (M)	- Class wrap up and review		AOTA PDF reading
	12/6 (W)	- Exam II (9:35 am to 11:05 am)		

### Course Materials and Technology

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

**Laptops/Tablets:** Laptops will be used in class 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:

- Wolf, T. J., Edwards, D. F., & Giles, G. M. (2019). *Functional cognition and occupational therapy: A practical approach to treating individuals with cognitive loss*. Bethesda, MD: AOTA Press.
- Dirette, D. P., & Gutman, S. A. (Eds.). (2020). *Occupational therapy for physical dysfunction (8<sup>th</sup> ed.)*. Philadelphia: Lippincott Williams & Wilkins.
- Required PDF 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/>

### Recommended Textbooks (Optional):

- Katz, N. & Toglia, J. (Eds.). (2018). *Cognition, occupation, and participation across the lifespan: Neuroscience, neurorehabilitation and models of intervention in occupational therapy*. AOTA Press.
- Sohlberg, M. M., Turkstra, L. S., & Wilson, B. A. (2011). *Optimizing Cognitive Rehabilitation: Effective Instructional Methods*. The Guilford Press.
- Toglia, J., & Foster, E. R. (2021). *The Multicontext Approach to Cognitive Rehabilitation: A Metacognitive Strategy Intervention to Optimize Functional Cognition*. Gatekeeper Press.

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

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

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

Requirement	Due date	% of the final grade
Syllabus quiz	8/30	1%
Oculomotor and visual field assessments (Group of 2)	9/8	3%
Activity analysis and cognitive cueing aid (Group of 2)	10/2	4%
ACL assessment	10/23	2%
ACL case study	10/30	1%
Evidence appraisal and intervention (Group of 2)	11/20	4%
Problem statement and goal setting	11/13	2%
Peer teaching preparation sheet (Group)	10/9	3%
Peer teaching evaluation	10/11	2%

Written Exam I	10/4	23%
Written Exam II	12/6	23%
Competency exam_written	11/15	10%
Competency exam_performance (Group of 2)	11/20	10%
Take home quizzes		2%
Professionalism	Throughout the semester	5%
Participation	Throughout the semester	5%
Total		100 %

### Grading

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

The table shows how the total grade percentage converts to the letter grade.

Total grade percentage	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

The table shows how the letter grade translates into letter grade.

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>

### Exam Policy

Written exams will be given using Canvas. Students who need accommodations for in-class or online 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** contact 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 Competency Requirements:** Students must demonstrate competency (i.e., pass all elements in the competency requirements during hands-on activities and the competency exam) in order to pass the course.

### Overview of Assignments:

Syllabus quiz: To help students review the course syllabus and understand the requirements for this course.

Activity analysis and cognitive cueing aid: Students will perform an activity analysis of a daily task and develop a cueing aid using PPT to facilitate errorless learning of a client with cognitive impairment. Students must demonstrate the knowledge of assessing, grading, and modifying the way the person performs the activity by considering performance skills, performance patterns, context and environment, and client factors.

ACL assessment: Students will develop a short video to demonstrate how to administer the ACL test based on the testing manual.

ACL case study: Students will try to determine an ACL level and provide reasons based on a case study with dementia. The assignment will evaluate students' ability to score the ACL test.

Evidence appraisal and intervention planning: Students will identify and appraise an intervention study article relevant to the course content. Based on the evidence provided by the study, the students will develop an intervention plan for a case study with cognitive impairment.

Problem statement and goal setting: Students will complete a problem statement and goal setting related to cognitive impairment for a case study in an acute care setting.

Peer teaching: Students will be required to prepare and present an occupation-based assessment designed to evaluate an individual's cognitive function. Students will demonstrate the ability to interpret the purpose and psychometric properties of an assessment and to identify the clinical application of the assessment.

Written exam (Exam I and II): The format of the written exam will include true/false, multiple-choice, and short answers. All materials from reading, lectures, and case studies, whether discussed in class or not, may appear on the exams.

Comprehensive competency (written and performance exams): Students will demonstrate the ability to select proper cognitive assessments and interpret and document the evaluation results for clients with cognitive impairment. Students will also demonstrate the ability to plan occupational therapy treatment based on theoretical models.

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. The rubric will be used to guide the instructor in monitoring professionalism. Please also see the Professional Behavior section of this syllabus for more information on expectations for this course.

Attendance: Students will miss participation points if they miss two or more classes regardless of the excuses.

**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. 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. CJ Liu ([c.liu1@phhp.ufl.edu](mailto:c.liu1@phhp.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>

**Assignment policies:**

Assignment due dates are provided in the course outline in this syllabus. All assignments are **due 11:59 pm** 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 five days after the deadline, unless prior arrangements have been made with the instructor.

All written assignments, whether for a practicum or classroom assignment, are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify the 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.

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## 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/UGRD/academic-regulations/attendance-policies/>
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 kepta minimum. No hats. No fragrances.
9. Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
  10. All written assignments must be typed (12 pt., double-spaced), spell-checked, proofread for grammar mistakes before submission.
  11. **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.
  12. **Professional behaviors responding to the pandemic**  
As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

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. Hand sanitizing stations will be located in every classroom.

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. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities.

Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) and [coronavirus.ufl.edu](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) for up-to-date information about COVID-19 and vaccination.

#### COVID-19 SYMPTOMS

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### 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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

#### **Policy Related to Recording Class Lectures:**

“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.”

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## **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 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.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://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 Idiekow@ufsa.ufl.edu , is highly encouraged.***

### **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](http://www.multicultural.ufl.edu)

To create as inclusive a learning environment as possible, I, as the instructor for the course, 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. I 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. I 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.

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