

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
 OTH 6722 - Professional Development in Occupational Therapy (1 credit)  
 Delivery Format: On Campus  
 Fall 2023  
 Thursdays, Section B 8:30-9:20, Section A 10:40-11:30, room G-114

Instructor Name: Christine Myers, PhD., OTR/L  
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Preferred Communication: Email

### **PREREQUISITES**

Admission to the OTD program

### **COURSE OVERVIEW**

This course provides an overview of self-reflection and self-assessment related to continuing competence, professional behaviors, understanding and appreciation of diversity, and ethics in occupational therapy. Students will develop a learning portfolio that will be used throughout the remainder of the OTD Program to demonstrate achievement of instructional and graduation outcomes.

### **RELATIONSHIP TO PROGRAM OUTCOMES**

This is the first of two courses that focus on professional development in occupational therapy. This course occurs in the second semester of the program and provides a foundational look at the components of professional development, including continuing competence, credentialing, and professional engagement. Students are exposed to different occupational therapy practice areas and learn about ways to address professional development needs from guest clinicians. The learning portfolio is introduced during this course and will be used as an authentic assessment of learning throughout the program. The main themes addressed in this course are professionalism and critical thinking. This is the first of two professional development courses in the curriculum. The second course occurs in year 3 and will include content related to obtaining employment (e.g. resume development, interviewing) and serving as a leader in professional roles.

### **Course Objectives and/or Goals**

<b>Student Learning Objectives- By the end of the course, students will be able to:</b>	<b>ACOTE Standard(s)</b>	<b>Curricular Theme(s)</b>	<b>Assessment</b>
Articulate the value of active engagement in lifelong learning and maintenance of continuing competence.	B.7.4. Ongoing Professional Development	Professionalism	Reflection Paper
Develop a learning portfolio to show progress towards OTD Program instructional outcomes.	n/a	Professionalism	Learning Portfolio
Use reflection to understand the meaning of learning experiences in relation to future goals.	n/a	Critical Thinking	Reflection Paper
Identify professional development strategies that will support learning and personal growth as an OTD student and future occupational therapist.	B.7.4. Ongoing Professional Development	Professionalism	Reflection Paper

Explain how membership and participation in professional organizations enhances one's roles as an occupational therapy student and practitioner.	B.7.2 Professional Engagement	Professionalism	Quiz
Describe the credentialing and licensure purpose and process for occupational therapy practitioners.	B.5.5. Requirements for Credentialing and Licensure	Professionalism	Quiz
Apply the AOTA Occupational Therapy Code of Ethics and AOTA Standards of Practice to ethical decision making across professional contexts.	B.7.1. Ethical Decision Making	Professionalism	Reflection Paper
Demonstrate cultural humility and respect for persons other than oneself as it relates to the work of the occupational therapist.	n/a	Valuing of Diversity	Reflection Paper
Apply an understanding of equity and inclusion to the context of an ethical problem.	n/a	Valuing of Diversity	Reflection Paper

### **Instructional Methods**

Students will meet in class and engage in workshop-like activities to prepare for their roles as professional health students and professional occupational therapists.

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## DESCRIPTION OF COURSE CONTENT

## Topical Outline/Course Schedule

Dates/Themes		Readings/Assignments
		<p>To access journal articles, you must be on campus OR download and run the UF Virtual Private Network [VPN] before going to the article's website- <a href="https://uflib.ufl.edu/using-the-libraries/off-campus-access/">https://uflib.ufl.edu/using-the-libraries/off-campus-access/</a></p>
Week 1- Aug 24	Course Introduction  Understanding Professional Development	Deiuliis, E.D. <i>Definitions of Professionalism</i> from <i>Professionalism Across Occupational Therapy Practice</i> (pp. 3-20, 22-23)
Week 2- Aug 31	Introduction to Professional Identity	<p>Deiuliis, E.D. <i>Definitions of Professionalism</i> from <i>Professionalism Across Occupational Therapy Practice</i> (pp. 20-21, 24-42)</p> <p>Watch videos of occupational therapists discussing professionalism, located in Module 2, before class (see Canvas)</p> <p>Homework: Complete <i>Professional Behaviors Self-Assessment</i> due 9/7 at 8:30am</p> <p>Setting Presentations assigned, due 9/21 by 8:30am</p>
Week 3- Sep 7	Receiving Critical Feedback Effectively	<p>Algiraigri, A. H. (2014) Ten tips for receiving feedback effectively in clinical practice, <i>Medical Education Online</i>, 19(1), 25141, <a href="https://doi.org/10.3402/meo.v19.25141">https://doi.org/10.3402/meo.v19.25141</a></p> <p><u>Why You Should Stop Being so Hard on Yourself (Lieberman): <a href="https://www.nytimes.com/2018/05/22/smarter-living/why-you-should-stop-being-so-hard-on-yourself.html">https://www.nytimes.com/2018/05/22/smarter-living/why-you-should-stop-being-so-hard-on-yourself.html</a></u></p> <p>Reflection Paper #1 Due- Professional Behaviors by 10:00am</p> <p>Professional Behaviors Self-Assessment Due by 8:30am</p>
Week 4- Sep 14	Introduction to the Learning Portfolio	<p>Watch video before class (see Canvas)</p> <p>Bring laptop to class</p>
Week 5- Sep 21	Settings Presentations (Groups 1-4) and APA	<p>Settings Presentations Due- Submit PowerPoint to Canvas</p> <p><b>Homework:</b> Watch APA video (<a href="https://www.youtube.com/watch?v=Ae6mQBuvqVE&amp;t=1s">https://www.youtube.com/watch?v=Ae6mQBuvqVE&amp;t=1s</a>) and work on APA quiz due 11/16 by 10:00am</p>
Week 6- Sep 28	Settings Presentations (Groups 5-8)  Class Meeting- Create a Class Mission Statement	<p><b>Class Meeting to create a mission statement for your cohort is OPTIONAL- Meet 12:00-12:35, Room TBA</b></p>

<b>Week 7- Oct 5</b>	Professional Identity: Understanding Belonging in the Context of the Occupational Therapy Practitioner, Part 1	Readings to be posted on Canvas  Reflection Paper #2 Due- Professionalism by 8:30am
<b>Week 8- Oct 12</b>	Professional Identity: Understanding Belonging in the Context of the Occupational Therapy Practitioner, Part 2	Readings to be posted on Canvas
<b>Week 9- Oct 19</b>	Introduction to Ethics	Readings: American Occupational Therapy Association. (2020). AOTA 2020 occupational therapy code of ethics. <i>American Journal of Occupational Therapy</i> , 74(Suppl. 3), 7413410005. <a href="https://doi.org/10.5014/ajot.2020.74S3006">https://doi.org/10.5014/ajot.2020.74S3006</a>  Doherty: Chapter 36- Ethical Practice (from Willard & Spackman)  Reflection Paper #3 Due- Professional Identity by 8:30am
<b>Week 10- Oct 26 (Asynchronous- no class meeting)</b>	<u>Online:</u> Overview of Continuing Competence: Evidence-based Practices in Continuing Professional Development  <u>Online:</u> OT Licensure and Certification Journals, and Professional Organizations	Watch video before class (see Canvas)  American Occupational Therapy Association. (2021). AOTA 2021 Standards for continuing competence. <i>American Journal of Occupational Therapy</i> , Vol. 75(Supplement_3), 7513410040. <a href="https://doi.org/10.5014/ajot.2021.75S3009">https://doi.org/10.5014/ajot.2021.75S3009</a>  American Occupational Therapy Association. (2017). Continuing professional development in occupational therapy. <i>American Journal of Occupational Therapy</i> , 71, 7112410017. <a href="https://doi.org/10.5014/ajot.2017.71S13">https://doi.org/10.5014/ajot.2017.71S13</a>  Complete Quiz on Canvas due 11/2 by 8:30am  Watch videos before class (see Canvas)  Schultz-Krohn: Chapter 70- Competence and Professional Development (from Willard & Spackman) Review the following websites: <ul style="list-style-type: none"> <li>• National Board for Certification in Occupational Therapy: <a href="https://www.nbcot.org/">https://www.nbcot.org/</a></li> <li>• Florida Board of Occupational Therapy: <a href="https://floridasoccupationaltherapy.gov/">https://floridasoccupationaltherapy.gov/</a></li> <li>• Florida Occupational Therapy Association: <a href="http://www.flota.org/">http://www.flota.org/</a></li> <li>• AOTA Career Advice Articles: <a href="https://www.aota.org/publications/student-articles/career-advice">https://www.aota.org/publications/student-articles/career-advice</a></li> <li>• NBCOT Navigator: <a href="http://www.nbcot.org/navigator">http://www.nbcot.org/navigator</a></li> <li>• NBCOT Certification Renewal Activities: <a href="https://www.nbcot.org/-/media/PDFs/Renewal_Activities_Chart.pdf">https://www.nbcot.org/-/media/PDFs/Renewal_Activities_Chart.pdf</a></li> </ul>

		<ul style="list-style-type: none"> <li>State of Florida Continuing Education Requirements for OT (click on the "CE" tab in the box) : <a href="http://floridasoccupationaltherapy.gov/renewals/">http://floridasoccupationaltherapy.gov/renewals/</a></li> <li>AOTA Fellowship Program: <a href="https://www.aota.org/career/career-center/fellowship-program">https://www.aota.org/career/career-center/fellowship-program</a></li> <li>AOTA Advanced Certification: <a href="https://www.aota.org/career/advanced-certification-program">https://www.aota.org/career/advanced-certification-program</a></li> </ul> <p>Complete Quiz on Canvas due 11/2 by 8:30am</p>
<b>Week 11- Nov 2</b>	Introduction to Ethics, cont.	<p>Reading: Scott, J. B. &amp; Rietz, S. M. (2017). Promoting ethics in occupational therapy practice: Codes and consequences.</p> <p>American Occupational Therapy Association. (2021). Enforcement procedures for the AOTA Occupational Therapy Code of Ethics. <i>American Journal of Occupational Therapy</i>, 75(Suppl. 3), 7513410040. <a href="https://doi.org/10.5014/ajot.2021.75S3006">https://doi.org/10.5014/ajot.2021.75S3006</a></p> <p>NBCOT Code of Conduct: <a href="https://www.nbcot.org/en/Regulators/Professional-Conduct">https://www.nbcot.org/en/Regulators/Professional-Conduct</a></p> <p>Reflection Paper #4 Due- Continuing Competence by 8:30am</p> <p>Quizzes (Continuing Competence &amp; Licensure/Certificatio) due 11/2 by 8:30am</p>
<b>Week 12- Nov 9</b>	Ethics and Intraprofessional Teams	<p>Readings: American Occupational Therapy Association. (2021). Standards of practice for occupational therapy. <i>American Journal of Occupational Therapy</i>, 75(Suppl. 3), 7513410030. <a href="https://doi.org/10.5014/ajot.2021.75S3004">https://doi.org/10.5014/ajot.2021.75S3004</a></p> <p>American Occupational Therapy Association. (2020). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. <i>American Journal of Occupational Therapy</i>, 74(Suppl. 3), 7413410020. <a href="https://doi.org/10.5014/ajot.2020.74S3004">https://doi.org/10.5014/ajot.2020.74S3004</a></p>
<b>Week 13- Nov 16</b>	Ethics and Health Disparities	<p>2021 National Healthcare Quality and Disparities Report Executive Summary (available on Canvas)</p> <p>Institute of Medicine 2003. Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care. Washington, DC: The National Academies Press. Summary. (Available on Canvas)</p> <p>APA Quiz Due by 8:30am</p>
<b>Week 14- Nov 23</b>	<i>Thanksgiving Holiday- No Class Meeting</i>	
<b>Week 15- Nov 30</b>	Peer Review and Self-assessment- Learning Portfolio	<p>Bring your laptops</p> <p>Reflection Paper #5 Due- Ethics by 8:30am</p>

	Course Wrap-up and Evaluations	Link to Learning Portfolio (draft) due 10:00am
<b>Week 16- Dec 7</b>	<b>Reading Day- No class</b>	Link to Learning Portfolio (final) and 3 Artifact Development Worksheets Due by 10:00am
<b>Dec 14</b>	<b>FINALS WEEK- No class</b>	

### Required Course Materials and Technology:

AOTA Membership\* (\$75 per year for student membership): [www.aota.org](http://www.aota.org)

\* Throughout this course and in other courses you will be accessing member-only documents from the American Occupational Therapy Association's website

Schell, B. A. B. & Gillen, G.(Eds.). (2019). *Willard & Spackman's occupational therapy* (13<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer.

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

### Recommended Course Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

### Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

*Quizzes*: Students will take two quizzes, provided online in Canvas, to assess knowledge and application of content taught online (OT Licensure and Certification, Journals, and Professional Organizations and Overview of Continuing Competence: Evidence-based Practices in Continuing Professional Development).

*Professional Behaviors Self-Assessment*: The Professional Behaviors Self-Assessment is a useful tool to identify your professionalism strengths and limitations. Students will submit this assignment in Canvas. This assignment must be completed to pass this class.

*Reflection Papers*: Students will complete five reflections throughout the course. Prompts will be provided for each entry and students will complete their entries in Canvas. See Canvas for the instructions and grading rubric. Students will submit this assignment in Canvas.

*Settings Presentations*: Students will work in small groups to develop a PowerPoint presentation on an assigned practice setting. Areas covered will include, but are not limited to: description of the setting, types of

clients, a typical workday, and specialized knowledge needed. Students are encouraged to interview an occupational therapist working in their assigned setting. A minimum of 3 literature citations must be provided. Students will present their findings in class. See Canvas for the instructions and grading rubric. Students will submit their PowerPoint to the instructor in Canvas.

*Learning Portfolio and 3 Artifact Development Worksheets:* Students will develop a learning eportfolio organized by the OTD Themes and Instructional Outcomes. Students will include artifacts and reflections in order to identify the ways in which they are gaining knowledge and skills to achieve OTD outcomes. The portfolio will be updated each semester and reviewed by the student's mentor. Grades for the portfolio will be included in OTH 6722 Professional Development in Occupational Therapy, the Doctoral Mentorship series (OTH 6906-6909), and OTH 6911 Capstone. See Canvas for the instructions and grading rubric. Students will submit the link to their eportfolio and 3 artifact development worksheets in Canvas.

*Professional Identity:* Students will be observed at each class and assessed on how well they demonstrate the professional identity of an occupational therapist using the Professionalism Rubric located on Canvas. If there are concerns regarding professional behaviors, students will be asked to meet with the instructor, develop a plan to address the concerns, and then meet with the instructor after a predetermined time frame to assess progress with the plan. If professional behaviors do not improve, then professional identity points will be deducted.

*APA Quiz:* The OTD Program expects that all written assignments, including the capstone project report, use APA style. Watch the APA overview video (link provided on Canvas) and review the APA handout, then take the APA quiz to demonstrate your understanding. The quiz is pass/fail, but you must obtain a 90% to pass. You may take the quiz as many times as needed.

### Grading

Requirement	Due date	Points
Quizzes on Canvas (2)	11/2	10 (5 points each)
Professional Behaviors Self-Assessment	9/7	P/F (turn in for credit)
Reflection Paper 1	8/31	10
Reflection Paper 2	9/7	10
Reflection Paper 3	10/19	10
Reflection Paper 4	11/2	10
Reflection Paper 5	11/30	10
Settings Presentation	9/21	10
APA Quiz	11/16	P/F (90% needed for pass)
Learning Portfolio Draft	11/30	P/F
Learning Portfolio and 3 Artifact Development Worksheets	12/7	25
Professional Identity	All semester	5
TOTAL		100

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

## Grading

Point system used (i.e., how do course points translate into letter grades). All assignments **MUST** be completed and turned in to pass the course.

### Example:

Points Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
67-69	D+
63-66	D
60-62	D-
Below 60	E

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

The portfolio and all assignments are due on the due date, as assigned, unless otherwise instructed. Late assignments are subject to a grade reduction of 10% per day late unless instructor approval is received. For assignments that are completed or turned in on Canvas, any requests for make-ups or to turn in work 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 me within 24



hours of the technical difficulty if you wish to request a make-up. If you are unable to submit work through Canvas you may email it to the instructor.

### **Policy Related to Required Class Attendance**

OTD students are required to attend all class activities. See the *OTD Student Manual* for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

OTD students are required to attend all class activities. **Attendance to all class activities is mandatory unless otherwise stated (e.g. optional activities).** 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.

Please note all faculty are bound by the UF policy for excused absences See the *OTD Student Manual* for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Late Arrivals/Early Departures:** Students should arrive on time for class and stay for the entire class period. If you must arrive later or leave early, we ask that you make every effort to let the instructor know ahead of time. Late arrivals and early departures are treated as absences and students must let the instructor know how they intend to make up missed work.

**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. Late assignments should be submitted through Canvas.

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

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

### **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 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.

### **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.

### **Support Services for Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *OTD Student Handbook*.

### 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.

### Professional Behavior is expected at all times, and can be defined as:

- Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
- Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course 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.
- 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 your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.
- 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.
- Professional attire in lectures and labs when there are guests, in all clinics and site visits (as applicable).
  - Clean long khaki or black pants that remain fitted when moving and bending.
  - Standard OT Polo that is adequately fitting; neither clingy nor revealing and remains discretely tucked into pants when reaching and moving.
  - Clean, closed toe shoes with adequate base of support.
  - Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
- 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.
- Phones/Laptops/Tablets/Electronic Devices may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Topic instructors may further limit or prohibit the use of electronic devices during their presentations. Do NOT take photos in class. You must inform and obtain the instructor's permission to audio record in class.

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

### **In-Class Recording**

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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**Changing your Canvas Display Name:** Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to [one.ufl.edu](https://one.ufl.edu), click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

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