

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
 OTH 6726 - Occupational Therapy Service Delivery & Organization  
 SPRING 2024  
 Delivery Format: On-Campus  
 Section A: Monday 8:30-10:25 am Room 1101  
 Section B: Monday 10:40 am – 12:35 pm Room 1101

Instructor Name: Becky Piazza, OTD, MS, OTR/L, BCPR

Room Number: HPNP, 2110

Phone Number: 273-6096

Email Address: bsumm@phhp.ufl.edu (preferred)

Student Hours: Mondays and Tuesdays 12:45-1:45 pm. Feel free to email me should you need an alternative time.

### **PURPOSE AND OUTCOME**

The purpose of this course is to provide students opportunity to gain basic knowledge and understanding of contextual factors, social systems, policy, and legislation that impact the management and delivery of occupational therapy services. The course will facilitate student acquisition of management skills related to the business aspects of service delivery, including business and financial planning, marketing, quality management and improvement, and personnel supervision that support effective and ethical occupational therapy services that will meet the occupational needs of persons, groups, populations, and organizations. Students will demonstrate their management-related knowledge and skills through the completion of quizzes, various assignments, and a comprehensive business plan based on a case study.

### **RELATIONSHIP TO CURRICULUM DESIGN**

This course is offered in the spring semester of the second year of the program. It provides foundational managerial knowledge and skills that will support the OTH 6724 Program Evaluation and Development course offered in spring semester of the third year. Students are exposed to contexts and business-related aspects of service delivery that will impact their provision of occupational therapy services. The three curricular themes emphasized in the course are critical thinking, collaborative practice, and human occupation and health.

### **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(s)</b>
Identify and evaluate the potential influences of contextual factors that may impact the delivery of occupational therapy services in a variety of settings at the personal, group, population, and organizational levels.	B.5.1. Factors, Policy Issues, and Social Systems	Critical Thinking	Quizzes Program Plan Marketing Plan Staffing Plan CQI Plan Financial Plan
Develop a basic business plan for occupational therapy services	B.5.3. Business Aspects of Practice	Critical Thinking, Collaborative Practice	Program Plan CQI Plan

within a community interdisciplinary program. The business plan will include occupational therapy services appropriate for the setting, a financial plan, and program evaluation recommendations.			Financial Plan
Develop and complete a strategic plan for organizational effectiveness.	B.5.3. Business Aspects of Practice	Critical Thinking	Strategic Plan
Determine how federal and state legislation and regulation impact policy and the delivery of occupational therapy in a variety of settings.	B.5.4. Systems and Structures That Create Legislation	Critical Thinking	Amplify OT Certificate(s) Quizzes
Include in a basic business plan for occupational therapy services within a community interdisciplinary program: <ul style="list-style-type: none"> <li>• Determination of theoretical and evidence-based programming to meet the needs of the target population</li> <li>• Development of a staffing plan to support quality programming</li> <li>• Design a marketing plan appropriate for the situation</li> </ul>	B.5.6. Market the Delivery of Services	Critical Thinking, Human Occupation and Health, Collaborative Practice	Program Plan Marketing Plan Staffing Plan
Include in a basic business plan for occupational therapy services within a community interdisciplinary program quality management and improvement processes to ensure quality of services and inform administrative improvements to the program.	B.5.7. Quality Management and Improvement	Critical Thinking, Collaborative Practice	CQI Plan
Include in a basic business plan for occupational therapy services within a community interdisciplinary program a plan for staff supervision, evaluation, and professional growth.	B.5.8. Supervision of Personnel	Critical Thinking	Staffing Plan

Differentiate between the role of the occupational therapy assistant and the occupational therapist	B.4.2.4. Effective Intraprofessional Collaboration	Collaborative Practice	Quizzes
Describe how to use AOTA resources for understanding coding and reimbursement requirements.	B.4.29. Reimbursement Systems and Documentation	Critical Thinking	Quizzes Amplify OT Certificate(s)

### Instructional Methods

Students will engage in lectures, discussions, and a group business plan based on a case study. This course includes Blended Learning activities.

### Blended Learning:

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

### Required Course Materials:

- **Amplify OT** student level member 6 month subscription plan
  - <https://learn.amplifyot.com/plans/student-plan/>
  - Pay via credit card via stripe, PayPal or Venmo.
  - This is a recurring subscription. If you do not want to be automatically charged in the future, you can cancel right after signing up and it will not affect your active subscription.
  - After registering please join this group: <https://learn.amplifyot.com/groups/university-of-florida-class-of-2024/>
- Braveman, B. (2022). *Leading and managing occupational therapy services: An evidence-based approach* (3<sup>rd</sup> edition). Philadelphia: F.A. Davis Company.
- Trickey-Rokenbrod, D. (2017). *Occupational therapy in action: A library of case studies*. Philadelphia: Wolters Kluwer.
- AOTA Student Membership, assigned AOTA Official Documents, and website information ([www.aota.org](http://www.aota.org)).
- Class notes, videos, and readings as assigned from various articles and chapter readings (e-learning).

### Technology

- Laptop computer or tablet for in-class use

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
- <http://elearning.ufl.edu/>

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week/Dates/Topics		See Canvas.
<b>Week 1</b> Monday 1/8	<b>Introduction to course and case study for business plan</b>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Braveman, Ch. 3 Understanding Health-Care Systems and Practice Contexts</li> <li>• Braveman, Ch. 5 Communicating Effectively in Complex Environments (<i>Business Plans and Program Proposals</i>, p. 171)</li> </ul>
<b>Monday 1/15 Asynchronous Class due to Martin Luther King, Jr. HOLIDAY</b>		
<b>Week 2</b> Monday 1/15* *Asynchronous	<b>Planning Evidence-based OT Services</b>  <i>Amplify OT Health Insurance &amp; Medicare Module 1.1 Quiz Certificate due 1/21</i>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 10 Strategic Planning</li> <li>• Braveman, Ch. 17, Case Example 1</li> <li>• Trickey-Rokenbrod textbook, Ch. 8, case study 8.3, pp. 170-171</li> <li>• Fazio, L., (2008). Programming to support meaningful occupation and balance for the disenfranchised and homeless: The development of a proposal. In L. Fazio, <i>Developing occupation-centered programs for the community</i> (pp.283-303). Upper Saddle River, NJ: Pearson Prentice Hall.</li> <li>• Institute for Healthcare Improvement Model for Improvement videos</li> </ul>
<b>Week 3</b> Monday 1/22	<b>Role of Managers</b>  <i>Strategic Plan due Sunday 1/28</i>  <i>Amplify OT Health Insurance &amp; Medicare Module 1.2 Quiz Certificate due 1/28</i>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 6 Roles and Functions of Managers</li> <li>• Bravemen, Chapter 1 Leadership: The Art, Science, and Evidence (p. 5-9)</li> <li>• Braveman, Chapter 2 Engaging in Evidence-Based Management (p. 49-53)</li> <li>• <b>Compassionomics webinar</b></li> </ul>
<b>Week 4</b> Monday 1/29	<b>Marketing Planning</b>  <i>Program Plan due Sunday 2/4</i>  <i>Amplify OT Health Insurance &amp; Medicare Module 1.3 Quiz Certificate due 2/4</i>	<ul style="list-style-type: none"> <li>• Bravemen, Ch. 16 Marketing OT Services</li> <li>• Fazio chapter posted in Week 2</li> <li>• TED Talk video</li> </ul>
<b>Week 5</b> Monday 2/5	<b>Staffing Planning</b>  <i>Amplify OT Health Insurance &amp; Medicare Module 1.4 Quiz Certificate due 2/11</i>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 12 Financial Planning, Management, and Budgeting</li> <li>• Braveman, Ch. 14 Assessing and Promoting Clinical and Managerial Competency</li> </ul>

<b>Week 6</b> Monday 2/12	<b>Roles of Supervisors</b>  <i>Marketing Plan due Sunday 2/18</i>  <i>Amplify OT Health Insurance &amp; Medicare Module 1.5 Quiz Certificate due 2/18</i>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 7 Roles &amp; Functions of Supervisors</li> <li>• Braveman, Ch. 8 OT/OTA Partnership: Supervision and Collaboration (p. 250-258)</li> <li>• Braveman, Ch. 13 Surviving and Thriving in High Demand Settings (p. 353-363)</li> <li>• AOTA Guidelines for Supervision (OT OTA Collaboration)</li> <li>• The Four Letter Word that Makes You and Your Work Irresistible</li> </ul>
<b>Week 7</b> Monday 2/19	<b>Continuous Quality Improvement (CQI)</b> <i>Staffing Plan due Sunday 2/25</i>  <i>Amplify OT Health Insurance &amp; Medicare Module 1.6 Quiz Certificate due 2/25</i>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 15 Continuous Quality Improvement</li> <li>• Braveman, Ch. 10 Strategic Planning</li> </ul> <p><i>Marketing Plan Presentations in class.</i></p> <p><b>FeedbackFruits Peer Review after class by 11:59 pm</b></p>
<b>Week 8</b> Monday 2/26	<b>Communicating Effectively</b>  <i>Amplify OT Health Insurance &amp; Medicare Module 1.7 Quiz Certificate due 3/3</i>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 5 Communicating Effectively in Complex Environments (p. 153-157, 158-161, 174-180)</li> <li>• Piemonte, N. (2017). More to the story: How the medical humanities can learn from and enrich health communication studies</li> </ul> <p><i>FeedbackFruits Debrief</i></p>
<b>Week 9</b> Monday 3/4	<b>Level I FW</b>	
<b>University Official Spring Break 3/11 – 3/15</b>		
<b>Week 10</b> Monday 3/18	<b>Program Evaluation and Outcome Measurement</b>  <i>Amplify OT Billing Module 3.1 and 3.2 Quiz Certificates due 3/24</i>	<ul style="list-style-type: none"> <li>• Braveman 17 Developing Evidence-Based OT Programming (Program Evaluation and Outcomes example p. 489-490)</li> <li>• Kielhofner Research partial chapter (see Canvas)</li> </ul>
<b>AOTA INSPIRE 2024 CONFERENCE 3/21-23 Orlando, FL</b>		
<b>Week 11</b> Monday 3/25	<b>Financial Planning</b>  <i>Amplify OT Billing Module 3.3 Quiz Certificate due 3/31</i>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 12 Financial Planning, Management, and Budgeting</li> </ul>
<b>Week 12</b> Monday 4/1	<b>Impact of Healthcare Factors, Policy, and Systems</b>  <i>Financial Plan due Sunday 4/7</i>  <i>Amplify OT Billing Module 3.4 Quiz Certificate due 4/7</i>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 3 Understanding Health-Care Systems and Practice Contexts</li> <li>• Braveman, Ch. 13 Surviving and Thriving in High Demand Settings</li> <li>• <b>Guest Speaker: Mrs. Elise Caton, MOT, OTR/L</b></li> </ul>
<b>Week 13</b> Monday 4/8	<b>Policies and Regulations that Impact Service</b>  <i>Amplify OT Billing Module 3.5 Quiz Certificate due 4/14</i>	<ul style="list-style-type: none"> <li>• <a href="http://www.aota.org">www.aota.org</a></li> <li>• Using AOTA resources for understanding policy and regulations that impact service delivery (e.g., coding &amp; reimbursement)</li> <li>• Braveman, Ch. 13 Surviving and Thriving in High Demand Settings</li> </ul>
<b>Week 14</b> Monday 4/15	<b>Impact of Legislative Systems and Structures</b>	<ul style="list-style-type: none"> <li>• Braveman, Ch. 3 Understanding Health-Care Systems and Practice Contexts</li> </ul>
<b>Week 15</b>	<b>End of Course Wrap Up</b>	Course Evaluations

Monday 4/22		
<b>Week 16</b> 4/27-5/3	Finals Week – No Class	No Exam for this course

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

Individual assignments are presented in the *Assignments* section of Canvas.

### Grading

Assignment Category	Assignment	Due Date	% of Course Grade
Core Assignments	Strategic Plan Program Plan Marketing Plan Staffing Plan CQI Plan Financial Plan	Sunday 1/28 Sunday 2/4 Sunday 2/18 Sunday 2/25 Sunday 3/31 Sunday 4/7	55%
Service Delivery Assignments	<i>Amplify OT</i> Quiz Certificates	Refer to Canvas	15%
Professionalism: Individual Accountability	Discussion Posts Prior to Class Quizzes	Refer to Canvas	15%
Professionalism: Peer Colleague Accountability	Discussion Posts Presentation(s)	Refer to Canvas	15%
			<b>100%</b>

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

**Point system used (i.e., how do course points translate into letter grades).**

**Example:**

<b>Points earned</b>	93-100	90-92.99	87-89.99	83-86.99	80-82.99	70-79.99	67-69.99	63-66.99	60-62.99	0-59.99
<b>Letter Grade</b>	A	A-	B+	B	B-	C	D+	D	D-	E

<b>Letter Grade</b>	A	A-	B+	B	B-	C	D+	D	D-	E	WF	I	NG	S-U
---------------------	---	----	----	---	----	---	----	---	----	---	----	---	----	-----

<b>Grade</b>	4.0	3.67	3.33	3.0	2.67	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0
<b>Points</b>														

**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**

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 and/or submitted on Canvas, requests for make-ups or turning in work late due to technical issues MUST be accompanied by the ticket number received from the help desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### **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>

---

## **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*.

#### **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, Canvas, and course syllabus prior to coming to class.
  - Monitor e-learning and your UF email for announcements and updates.
  - Have available all materials posted for each class.
  - Complete assigned readings, preparatory activities, and review posted class materials prior to class.
- 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 or silencing all electronic devices; refraining from looking at external material during class (e.g., Facebook, Twitter, shopping sites, etc.); 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.

- 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 a professional role.
- Professional attire in lectures and labs when there are guests, in all clinics, and site visits.
  - 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/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **On Campus Face-to-Face**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.



- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

### Online Synchronous Sessions

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### 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.as.ufl.edu/students/>. Students will be notified when the evaluation periods 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

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.

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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](http://www.multicultural.ufl.edu)