

University of Florida
College of Public Health & Health Professions Syllabus
Department of Occupational Therapy
OTH 6816: Adult Level 1 Fieldwork (2 credits)

Semester: Fall

Delivery Format: On-Campus and Individual Site Locations as assigned

Course materials <http://elearning.ufl.edu/>

Instructor Name: Heidi Horwitz, MEd, OTD, OTR/L

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Phone number: 352-273-6023

Email Address: hhorwitz@phhp.ufl.edu

Office Hours: Mondays & Wednesdays, 12:30-1:30 pm (in person) and by appointment

Preferred Course Communications: email or office hours

*Please note that your email messages are important to me but it may take some time for me to respond depending on my schedule that week. Please allow me 24 hours during the week and 48 hours on the weekend to respond to email.

Prerequisites: OTH 6002 & OTH 6539. Concurrent Enrollment: OTH 6115, OTH 6620, OTH 6622, OTH 6437

PURPOSE AND OUTCOME

Course Overview

Level I fieldwork is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The student will learn to be part of the therapy team and professionally interact with clients and interdisciplinary teams. This fieldwork provides the opportunity for students to translate their professional behavior, observation skills, performance skills and clinical application of their knowledge into a clinical setting. These experiences may take place in hospitals, nursing homes, and outpatient clinics during the week after Thanksgiving break.

Relationship to Curriculum Design

ACOTE Standard C.1.0. Fieldwork Education

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and for professional role modeling. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.

Course Objectives/Fieldwork Objectives

Student Learning Objective	ACOTE Standard	Curricular Theme	Assignment
1. Through reflective activities and guided fieldwork experience, demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process.	B.4.1	Professionalism	Level 1 Evaluation

2. Apply and demonstrate effective professional behaviors on a day-to-day basis when working with clients/patients, multidisciplinary team members and peers.	B.7.4	Professionalism	Level 1 Evaluation
3. Display professional behaviors consistent with the OT Code of Ethics and state regulatory requirements.	B.7.1	Professionalism	Level 1 Evaluation
4. Inform a holistic understanding of psychosocial influences on occupational performance in the realm of physical disabilities.	n/a	Human Occupation and Health	Case Conference Assignment
5. Given a patient case and the scope of your fieldwork practice setting, interpret evaluation findings to diagnose occupational performance and participation based on theory, evidence and interdisciplinary knowledge, to develop occupation based goals and intervention plans based on the stated needs of the client as well as the data gathered during the evaluation process in collaboration with the client and others.	B.4.2	Critical Thinking for Practice and Scholarship	Evaluation Assignment
6. Examine and apply direct occupational therapy interventions and procedures to a case study or simulated treatment session	B.4.3 B.4.10	Critical Thinking for Practice and Scholarship	SOAP Note
7. Through fieldwork experience, apply sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.	B.3.7	Critical Thinking for Practice and Scholarship	Level 1 Evaluation
8. Document occupational therapy services to ensure accountability of service provision and to meet standards.	B.4.6	Critical Thinking for Practice and Scholarship	SOAP Notes
9. Given a patient case and guided fieldwork experience, consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.	B.1.2	Valuing of Diversity	Case Conference Assignment
10. Given a patient case and guided fieldwork experiences, delineate the roles of the healthcare and community providers necessary for care coordination, case management, and transition services.	B.4.20	Collaborative Practice	Level 1 Evaluation, Case Conference
11. Identify appropriate codes and/or other documentation necessary for appropriate reimbursement for occupational therapy services at a specific setting.	B.4.29	Critical Thinking for Practice and Scholarship	SOAP Note

12. Demonstrate knowledge of the use of technology in practice including electronic documentation systems and virtual environments.	B.4.15	Critical Thinking for Practice and Scholarship	EMR Quiz
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Required Course Materials

AOTA Membership* (\$75 per year for student membership):

<https://www.aota.org/membership/membership-options>

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

- Occupational Therapy Practice Framework: Domain and Process, 4th ed. (2020) AOTA Press.
- Subscription to ClinEdWeb
- Adult Level 1 Fieldwork Goal and SOAP Note Guidebook – Target Copy

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

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

DESCRIPTION OF COURSE CONTENT

COURSE POLICY AND PROCEDURES: Level 1 Fieldwork

During the week after Thanksgiving, each student will be assigned to a one week (minimum) Level 1 fieldwork. Please be aware that Adult Level 1 Fieldwork may begin on the Sunday after Thanksgiving at some sites.

Facilities are available throughout Florida and in various regions of the country. You may submit a preference list of sites you would like to go to through Exxat, the fieldwork database system, in August/September. You may be required to travel up to 60 miles/60 minute to your fieldwork site.

The Academic Fieldwork Coordinator (AFWC) makes the final placement decisions. The AFWC will try to accommodate your preferences when possible, but due to changes in clinical site staffing shortages only a limited number of sites may be available. If you do not choose to accept the fieldwork site that is assigned to you, this may delay your ability to complete the course sequence and result in changes to your graduation date.

All students must have immunization, HIPAA and CPR requirements met prior to the start date of fieldwork. Many sites now require drug screens, fingerprints and background checks. Please see the Student Fieldwork Manual and Exxat for more information.

1. The student will be notified of placements by a posting in Exxat. The name and contact information for the site will be located there.
2. Six weeks* prior to the start date, the student should call or email the supervisor. (*except UF Health Acute Care and Orlando Health). Remember most fieldwork coordinators are therapists and often difficult to get hold of. If you have emailed twice and are unsuccessful, **try a phone call to the site**, after that do not hesitate to contact the AFWC to help. Include the following in your initial contact:
 - a. Be sure to thank them for the opportunity they are offering you to train with them.
 - b. Include your full name and that you are a University of Florida Occupational Therapy student. Also include the dates with the year that you will be there.

- c. Ask about any preparations you may need, such as vaccinations, influenza shot, drug test, fingerprinting or background checks. There may be a cost involved in these.
 - d. Inquire about the start time, dress code, directions, and parking.
 - e. Inquire about specific evaluations or treatment modalities used onsite so that you can refresh your skills as necessary.
 - f. Ask about specific physical expectations of the site, particularly if you have physical limitations. If accommodations are to be made, please notify the fieldwork coordinator and the Dean of Students Office.
 - g. Be sure to check in the site file for any other information that may be pertinent. These files are located in the CANVAS course files.
3. Attendance: To meet the requirements of this fieldwork, students must complete one-week full time at an assigned site. If due to illness or a similar emergency situation you must miss time, and you have not completed one-week full time, you must make the time up missed. Any missed time requires an absentee form be turned in to the AFWC.
 4. This course sequence is designed to meet the American Occupational Therapy Association guidelines for Level 1 Fieldwork Experience.

**Adult Level 1 Fieldwork Dates:
November 26-December 2, 2023**

Topic Outline/Course Schedule:

Date	Course Topics (subject to change)	Class Preparation	Assignments
Week 1 Aug 23	Course Introduction	Review Syllabus and Canvas Course Site	
Week 2 Aug 28 Aug 30	Monday - Chart Review/EMR Wednesday – Assistance Levels	Download Citrix and Complete EPIC Log In	In Class Assignment: Paul Chart Review & Assist Levels Comparison DUE August 27: EPIC Log In DUE Sept 1: Complete EPIC Quiz
Week 3 Sept 4 Sept 6	Monday No Class – Holiday Wednesday – Fieldwork Requirements	Review Fieldwork Requirements for your site in EXXAT	
Week 4 Sept 11 Sept 13	Monday – Evaluation Wednesday – Evaluation		In Class Assignment: Paul’s Evaluation
Week 5 Sept 18 Sept 20	Monday – Problem Statements & Goal Writing Wednesday – Problem Statements & Goal Writing		In Class Assignment: Paul’s Goals
Week 6 Sept 25 Sept 27 Sept 29	Monday – No Class Wednesday - Sim Lab Preparation (Evaluation) Friday – Sim Lab in ADL Room		DUE Sept 30: AOTA Membership Renewal

Week 7 Oct 2 Oct 4	Monday – Sim Lab Reflection/Review Evaluation Wednesday – Goal Writing from Evaluation	Bring Sim Lab Evaluation to Class	In Class Assignment: Sim Lab Goals DUE Oct 1: Evaluation
Week 8 Oct 9 Oct 11	Monday - SOAP Notes – S and O Wednesday – Practice Writing S and O		
Week 9 Oct 16 Oct 18	Monday - SOAP Notes – A and P Wednesday – Write up A and P	Bring your S and O sections to class	In Class Assignment: Paul’s SOAP Note
Week 10 Oct 23 Oct 25	Monday – SOAP Notes Wednesday – SOAP Notes		In Class Assignment: Autumn’s SOAP Note
Week 11 Oct 30 Nov 1	Monday – Discharge Documentation Wednesday – Discharge Documentation		
Week 12 Nov 6 Nov 8	Monday – SOAP Notes – Hands Wednesday – SOAP Notes Hands		In Class Assignment: Angie’s SOAP Note
Week 13 Nov 13 Nov 15 Nov 17	Monday – No Class Wednesday – Sim Lab Preparation (Intervention) Friday – Sim Lab		
Week 14 Nov 20	Monday – Level Fieldwork 1 Preparation Wednesday – No Class		DUE Nov 19: Fieldwork Preparation Form & Fieldwork Educator License
Week 15 Nov 26- Dec 2	Adult Level 1 Fieldwork		DUE Dec 3: Level 1 Fieldwork Performance Evaluation, Student Evaluation of Fieldwork, Reflection on Fieldwork Site Documentation
Week 16 Dec 4 Dec 6	Monday – Case Conferences Wednesday – Pediatric Level 1 Fieldwork Requirements		DUE: Dec 3: Case Conference Form DUE Dec 4: Case Conference Presentations – Sign up for a time between 10:00 am and 11:15 am. Rooms 1107/1103

***Topic Schedule can change. Please check Canvas for updates.**

ACADEMIC REQUIREMENTS AND GRADING

Assignments/Grading

Requirement	Due date	Points
Class Assignments		
1. AOTA Membership	Sept 30	Complete/Incomplete
2a. EPIC Log In 2b. EPIC Quiz	Aug 27 Sept 1	Must get 80% correct on quiz in order for EPIC Quiz assignment to be marked as Complete
3. In Class Assignments: Week 2 - Assist Levels Comparison Week 2 - Paul's Chart Review Week 4 -Paul's Evaluation Week 5 - Paul's Goals Week 7: Sim Lab Goals Week 9: Paul's SOAP Note Week 10: Autumn's SOAP Note Week 12: Angie's SOAP Note	Complete in Class	Complete/Incomplete
4. Sim Lab Evaluation*	Oct 1	Complete/Incomplete
5. Sim Lab SOAP Note*	Nov 19	Complete/Incomplete
Fieldwork Assignments		
1. Fieldwork Preparation Form	Nov 12	Complete/Incomplete
2. Fieldwork Educator's License	Nov 19	Complete/Incomplete
3. Student Evaluation of the Fieldwork Experience Level 1 (SEFWE)	Dec 3	Complete/Incomplete
4. Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)	Dec 3	P/F 42/66 to pass this section
5. Reflection on Fieldwork Site Documentation	Dec 3	Complete Incomplete
6. Case Conference Form (presentation Dec 4)	Dec 3	Complete/Incomplete
		All above assignments complete and passing grade on FWPE

***Additional Assignments related to the Simulation Lab may be added.**

AOTA Membership: Throughout this course and in other courses you will be accessing member-only documents from the American Occupational Therapy Association's website. The program requires you to maintain an AOTA Membership throughout the program. This is graded as complete/incomplete. AOTA Membership* (\$75 per year for student membership):

EPIC Quiz: Complete the assigned quiz through Canvas.

In Class Assignments: The following assignments will be completed during class time and submitted at the end of the class period.

- Week 2 - Assist Levels Comparison
- Week 2 - Paul's Chart Review
- Week 4 - Paul's Evaluation
- Week 5 - Paul's Goals
- Week 7: Sim Lab Goals
- Week 9: Paul's SOAP Note
- Week 10: Autumn's SOAP Note
- Week 12: Angie's SOAP Note

Sim Lab Evaluation: In conjunction with 1st the Simulation Lab, you will complete an evaluation form. Submit to Canvas.

Sim Lab SOAP Note: In conjunction with the 2nd Simulation Lab, you will complete a SOAP Note. Submit to Canvas.

Fieldwork Preparation Form: This form is posted in Canvas. You will complete this form prior to going out on your Level 1 Fieldwork. Upload this form to Canvas.

Reflection on Fieldwork Site Documentation: Review documentation on FW and complete the reflection assignment. Submit to Canvas.

Student Evaluation of the Fieldwork Experience Level 1 (SEFWE): This is the form you will use to evaluate your fieldwork site. This form is posed in Canvas. It does not need to be reviewed by your fieldwork educator. Please complete and upload this form to Canvas.

Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE): This is the form your fieldwork educator will use to evaluate your performance during the onsite fieldwork week. This form is posted in Canvas and will also be emailed to your site fieldwork coordinator/educator. Take a hard copy with you to discuss on your first day. After reviewing and signing the form (both you and your fieldwork educator) make a copy for your records before submitting the scored and signed copy to Canvas. You must score a 42/66 to pass this class.

Case Conference Form and Presentation: Use the template to gather information for your presentation. It will be presented in small groups with Dr. Horwitz and other faculty.

Grades: This is a pass/fail course. You must complete all class assignments and fieldwork assignments including passing the FWPE and Case Conference Presentation to pass the course. If you do not pass this course you will be required to repeat it prior to starting Level 2 Fieldwork. Grades will be S for Satisfactory Completion, U for Unsatisfactory Completion and I for Incomplete

Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	I	NG	S-U
Grade Points	0.0	0.0	42.0

*Must pass the Level 1 Fieldwork Evaluation to pass this class.

More information on UF grading policy may be found at:
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

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 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.

Policy Related to Attendance:

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.

- a) A student who must be absent must notify Dr. Horwitz (horwitz@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 assignments.
- 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. 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>

Assignment Policies:

All written assignments, whether for a fieldwork 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 APA7 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

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.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students will be expected to wear professional dress as determined by the clinical site. The default profession dress is the UF OT polo and dress slacks and closed toed shoes.

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.

While at your fieldwork site follow site guidelines for cell phone use. Note that most sites do not allow cell phone use during clinical time, this includes checking text messages or using your phone for time keeping.

For more information for email and discussion posts see *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

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.

Recording Within the Course:

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.

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>

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.bluer.com/ufl/>.

Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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