

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**Department of Occupational Therapy**  
**OTH 6850: Psychosocial Level 1 Fieldwork (2 credits)**

Semester: Summer

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

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

(On-Site Fieldwork with Classes held on campus intermittently)

Instructor Names: Heidi Horwitz, OTD, MOT, OTR/L

Phone number: 352-273- 6023

Office Number: HPNP 2113

Email Address: [hhorwitz@phhp.ufl.edu](mailto:hhorwitz@phhp.ufl.edu)

Office Hours: Wednesdays, 12:00 pm – 1:00 pm and Thursdays, 11:00 am – 12:00 pm or by appointment

Preferred Course Communications: email or during 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 in or previous completion of OTH 6324

### **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 take place in community settings, inpatient substance abuse centers, adult day programs, and schools during summer semester.

#### Relation to Program Outcomes

##### 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:**

<b>Student Learning Objective</b>	<b>ACOTE Standard</b>	<b>Theme</b>	<b>Assignment</b>
1. Through reflective activities and guided fieldwork experience, demonstrate therapeutic use of self, including one's personality, insights, perceptions, and	B.4.1	Professionalism	Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)

judgments, as part of the therapeutic process.			
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	Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)
3. Display professional behaviors consistent with the OT Code of Ethics and state regulatory requirements.	B.7.1	Professionalism	Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)
4. Based on a client from your fieldwork site, 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	Individual or Group Intervention Plan
5. Examine and apply direct occupational therapy interventions and procedures to a client.	B.4.3	Critical Thinking for Practice and Scholarship	Individual or Group Intervention Plan
6. Address occupational needs of clients, as identified by site stakeholders, through a collaborative project.	B.4.10	Critical Thinking for Practice and Scholarship	Fieldwork Site Preplanning: Contextual and Environmental Assignment
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	Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)

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 Note
9. Based on a client from your fieldwork site, 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	Psychosocial Evaluation
10. Based on a client from your fieldwork site, delineate the roles of the healthcare and community providers necessary for care coordination, case management, and transition services.	B.4.20	Collaborative Practice	SOAP Note
11. Given a patient case and guided fieldwork experiences, develop and demonstrate occupation based intervention plans to address psychosocial and cognitive needs of the client in collaboration with the client and others.	B.4.9	Critical Thinking for Practice and Scholarship	Individual or Group Intervention Plan
12. Through completion of a site-specific project, evaluate the resources available to a community site and support occupational performance for persons or groups at the site.	B.4.27.	Human Occupation and Health Critical Thinking for Practice and Scholarship	Fieldwork Site Preplanning: Contextual and Environmental Assignment

## DESCRIPTION OF COURSE CONTENT

### COURSE POLICY AND PROCEDURES: Level 1 Fieldwork

During the summer you will be assigned to a one time a week Level 1 fieldwork, in the Gainesville/Ocala area. Travel can be up to 60 miles/60 minutes. This course sequence is designed to meet the American Occupational Therapy Association guidelines for Level 1 Fieldwork Experience.

1. All students must have immunization, HIPAA and CPR requirements met prior to the start date of fieldwork. Many sites are now requiring drug screens, fingerprints and background checks. Requirements and other pertinent information is located in the EXXAT Database.
2. The AFWC will make fieldwork assignments based on site availability. Student may contact AFWC in regards to special circumstances.

3. The student will be notified of placements by a posting in fieldwork data system or notification in fieldwork class or email. The name and contact information for site will located in Canvas.
4. Attendance: To meet the requirements of this fieldwork, students must complete a minimum of once a week for 9 weeks at an assigned site. If due to illness or a similar emergency you must miss time, you must make the time up missed by completing a make-up assignment (available in Canvas). Any missed time requires this absence to be noted on the time log and signed by your Fieldwork Educator. This form should be uploaded to Canvas at the end of the semester.

**Topical Outline/Course Schedule:**

(This weekly schedule of assignments may be adjusted at your Fieldwork Educator's discretion.)

Week	Date	Topic	FW Assignments
1	Tuesday, May 16 Section A: 8-9 am Room HPNP 1101 Section B: 9:30-10:30 am Room HPNP 1101	<b>Introduction To Course</b>	NO FIELDWORK
2	Week of May 22	<b>At Level 1 Fieldwork Site</b>	<ul style="list-style-type: none"> <li>• Orientation</li> </ul>
3	Week of May 29	<b>Memorial Day, (see schedule for make-up day)</b>	<ul style="list-style-type: none"> <li>• Observation of clients</li> <li>• Use MOHOST to assess clients</li> </ul>
4	Week of June 5	<b>At Level 1 Fieldwork Site</b>	<ul style="list-style-type: none"> <li>• Observation of clients</li> <li>• Finish giving MOHOST Assessment to clients</li> <li>• Complete Evaluation Report</li> </ul> <a href="#">DUE June 11: Evaluation Report</a>
5	Week of June 12	<b>At Level 1 Fieldwork Site</b>	<ul style="list-style-type: none"> <li>• Observation of clients</li> <li>• Plan Group and/or Individual Intervention #1 for Week 7 (First one should be simple group)</li> </ul> <a href="#">DUE June 18: FW Site Project Preplanning</a>
6	Tuesday, June 20	<b>Juneteenth Holiday on Monday</b> Groups Facilitation (with Dr. Galloway)	NO FIELDWORK  <a href="#">DUE June 23: ClinEd Web Behavioral Health Quiz - Elle and Marcus</a> <a href="#">DUE - June 23: ClinEd Web Behavioral Health Quiz: Vera and Simone</a>
<b>Summer Break</b>			
7	Week of July 3	<b>July 4<sup>th</sup> Holiday, (see schedule of make-up day)</b>	<ul style="list-style-type: none"> <li>• Lead Group and/or Individual Intervention #1</li> <li>• Write SOAP Note #1</li> <li>• Plan for Group and/or Individual Intervention #2</li> </ul> <a href="#">DUE July 9: FW Site Project Approval Form</a>
8	Week of July 10	<b>At Level 1 Fieldwork Site</b>	<ul style="list-style-type: none"> <li>• Review SOAP Note #1</li> </ul>

Week	Date	Topic	FW Assignments
			<ul style="list-style-type: none"> <li>Lead Group and/or Individual Intervention #2 (suggested: Social Skills and Communication)</li> <li>Write SOAP Note #2</li> <li>Plan for Group and/or Individual Intervention #3</li> </ul>
9	Week of July 17	<b>At Level 1 Fieldwork Site</b>	<ul style="list-style-type: none"> <li>Review SOAP Note #2</li> <li>Lead Group and/or Individual Intervention #3 (suggested: Sensory Processing)</li> <li>Write SOAP Note #3</li> <li>Plan for Group and/or Individual Intervention #4</li> </ul> <p>DUE July 23: FW Site Project Proposal Submission</p> <p>DUE July 23: Student Self-Assessment FWPE</p>
10	Week of July 24	<b>At Level 1 Fieldwork Site</b>	<ul style="list-style-type: none"> <li>Review SOAP Note #3</li> <li>Lead Group and/or Individual Intervention #4</li> <li>Write SOAP Note #4</li> <li>Review Student Self-Assessment FWPE</li> <li>Work on Site Project and Poster</li> </ul> <p>FOTA23 Conference Poster Submission must be submitted by July 29:  <a href="https://www.flota.org/call-for-papers">https://www.flota.org/call-for-papers</a></p>
11	Week of July 31	<b>At Level 1 Fieldwork Site</b>	<ul style="list-style-type: none"> <li>Review SOAP Note #4</li> <li>Present project to fieldwork site</li> <li>Review FWPE</li> <li>Complete and sign Time Log</li> <li>Finish Poster</li> </ul> <p>DUE August 6: FWPE</p> <p>DUE August 6: SEWFE</p> <p>DUE August 6: Time Log</p>
12	Tuesday, August 8 <sup>th</sup> HPNP G-301 and Reception Hall	<b>Poster Presentations</b>	DUE August 8: Poster Presentation (in class)

\*Most assignments are due by Sunday night.

Please note that due dates for individual and group intervention plans are not listed on this schedule. These intervention plans are always due on the Sunday prior to the week you implement them so that they can be reviewed by your Fieldwork Educator. Consult with your Fieldwork Educator on which plan(s) you will complete that week.

### Course Materials and Technology

#### REQUIRED

- Psychosocial Level 1 Fieldwork Manual – Available at Target Copy

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/>

### 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.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments/Grading

<i>Requirement</i>	<i>Due date</i>	<i>Grade to pass</i>
1. Fieldwork Site Project Pre-Planning: Contextual and Environment Analysis	June 18	Complete/Incomplete
2. Evaluation	June 11	Complete/Incomplete
3. ClinEd Web Behavioral Health Chapters and Quiz	June 23	Complete the quiz with a 100%
4. Fieldwork Site Project Approval Form	July 9	Complete/Incomplete
5. Intervention Plans, Individual or Group (up to 4 each)	Sunday <u>before</u> intervention is completed	Complete/Incomplete
6. SOAP Notes (up to 4)	One week <u>after</u> intervention is completed	Complete/Incomplete
7. Fieldwork Site Project Proposal	July 23	Complete/Incomplete

<b>Requirement</b>	<b>Due date</b>	<b>Grade to pass</b>
8. Fieldwork Site Poster Presentation	August 8 (in class)	Complete/Incomplete
9. Self-Assessment of Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)	July 23	Complete/Incomplete
10. Student Evaluation of the Fieldwork Experience Level 1 (SEFWE)	August 6	Complete/Incomplete
11. Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)	August 6	P/F 42/66 to pass this section. In addition, all 2's in Performance Skills category and no more than two 1's in other categories to pass.
12. Time Log	August 6	Complete/Incomplete

**Fieldwork Site Pre-Planning: Contextual and Environment Analysis:** In this assignment you will examine how contextual and environmental factors influence performance and occupations. You will use this information as a pre-planning sheet for your fieldwork site project to address the psychosocial needs of your clients at your fieldwork site. This is a group assignment and all students at that site should contribute.

**Evaluation:** In this assignment, you will use an Occupational Profile, clinical observation and any other relevant assessments, to write up an evaluation on your client. This assignment can be done individually or in pairs.

**ClinEd Web Behavioral Health Chapters and Quiz:** Complete two behavioral health chapters from the Intro to OT: 20 Observation Hours ClinEd Web course.

**Fieldwork Site Project Approval Form:** In this assignment, you will submit the name of your fieldwork site project for approval from the AFWC. This is a group project.

**Fieldwork Site Project Proposal:** In this assignment, you will prepare your submission to FOTA by writing an abstract about your fieldwork project. The actual submission to FOTA will be optional.

**Individual/Group Intervention Plans:** In this assignment, you will create a plan for an individual client or group that addresses goals and interventions based on your evaluation results. This is due prior to the week you will be implementing the plan so that you can receive feedback from your Fieldwork Educator.

**SOAP Notes:** These notes will be based on individual or group treatment sessions you participated in while on your fieldwork experience. You will write the note and get feedback from your Fieldwork Educator.

**Fieldwork Site Project Poster Presentation:** You will complete poster based on your site project. You will present your poster to your peer and your fieldwork site stakeholders.

**Student Evaluation of Fieldwork Experience Level 1 (SEFWE):** This is the form you will use to evaluate your fieldwork site.

**Self-Assessment of Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE):** You will use the FWPE to complete a self-assessment, prior to reviewing this form with your fieldwork educators.

**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 fieldwork. After reviewing and signing the form (both you and your fieldwork educator), submitting the form to Canvas.

**Fieldwork Logs:** This is a timesheet that demonstrates your time spent on Level 1 Fieldwork. You will complete this form each week and submit it to your Fieldwork Supervisor for signature at the end of fieldwork. This log also contains the absence form.

**Grades:** This is a pass/fail course. You must pass both the experiential section, complete the Student Evaluation of Fieldwork Experience Level 1 (SEFWE) and pass the Fieldwork Performance Evaluation of Student Performance Level 1 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.

<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 Points</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>Letter Grade</b>	I	NG	S-U
<b>Grade Points</b>	0.0	0.0	42.0

More information on UF grading policy may be found at:

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

#### Policy Related to Required Attendance

This course requires the equivalent of one week full time (31-36 hours) work in a clinical setting. Any time missed must be made up. Please note all faculty are bound by the UF policy for excused absences. See the *OTD Fieldwork Manual* for policies related to attendance.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

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

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **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.

### **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)

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