

Department of Clinical and Health Psychology
College of Public Health and Health Professions
University of Florida
Course Syllabus

PEDIATRIC PSYCHOLOGY – CLP 7934 (3 credit hours)

FALL 2023, Section 11111

Tuesdays: 11:45 AM – 2:45 PM

Location: PHHP, 3rd Floor, 3170 (Conference Room)

<https://elearning.ufl.edu>

Instructor:

Kimberly A. Driscoll, Ph.D.

Department of Clinical and Health Psychology

1225 Center Drive (HPNP)

Contact Information: 352-273-6145; k.driscoll@phhp.ufl.edu

Office Hours: Room 3142; Wednesdays, 1-2 PM; or by appointment

PURPOSE AND OUTCOME

Course Description: This course examines the foundations of pediatric psychology, which is an integrated field of science and practice that applies principles of psychology within pediatric health. The field aims to promote the health and development of children, adolescents, and their families through use of evidence-based methods. We will focus on 8 of the most common pediatric conditions: cystic fibrosis, asthma, type 1 diabetes, cancer, epilepsy, sickle cell disease, inflammatory bowel disease, and infectious diseases including HIV/AIDS.

Teaching Philosophy Related to Graduate Seminars. This is a graduate level seminar - not a graduate level lecture course. Graduate level seminars promote critical thinking and evaluation of topics, which occur through oral and visual presentations, review of the extant scientific literature, and discussions. My purpose as the instructor of this course is not to provide a broad overview of pediatric conditions. It is impossible to “teach” everything in graduate school. Throughout your remaining years in graduate school and while you complete internship and fellowship, you will likely have to engage in ongoing and lifelong independent learning, which means that you will have to teach yourself, especially as your interests evolve.

Relation to Program Outcomes and Competencies in Psychology: The overall goal of this course is to provide students the information and knowledge needed to be competent consumers of the pediatric medical and psychology literature *and* the preparation needed to competently address relevant research and clinical questions in pediatric psychology. This course:

1. fulfills requirements for additional child/pediatric area of concentration courses (Department of Clinical and Health Psychology PhD program), and specifically counts as an elective;
2. is specifically designed to maximize a scientist-practitioner’s application of pediatric psychology principles built upon a competency-based model of pediatric psychology practice and research; and
3. will aid in the further development of competencies in ethics, research, assessment, intervention, and self-assessment that are central to the practice of pediatric psychology.

Course Objectives:

1. Know the competencies expected of pediatric psychologists.
2. Disseminate knowledge about the most common pediatric chronic conditions.
3. Disseminate knowledge of common cross cutting issues associated with pediatric chronic conditions.
4. Demonstrate the ability to resolve pediatric ethical dilemmas.

5. Engage in self-assessment of presentations and use instructor/peer feedback to improve presentation style and delivery
6. Demonstrate the ability to critically evaluate journal articles.

Course Expectations: All presentations will be recorded for the purposes of self-assessment; recordings will only be provided to the presenter, and all recordings will be deleted following completion of self-assessment.

As the instructor for this course, I will:

1. Attend every class in person from 11:45 AM to 2:45 PM to the extent possible unless extenuating circumstances arise;
2. Provide instruction on pediatric psychology competencies, critical thinking, resolving ethical dilemmas, and critically evaluating journal articles;
3. Facilitate discussions about topics covered in readings and student presentations; and
4. Provide constructive feedback to improve competencies in pediatric psychology.

As a student in this course, you are expected to:

1. Attend every class in person from 11:45 AM to 2:45 PM to the extent possible unless extenuating circumstances approved in advance that are deemed acceptable for attendance via video conference;
2. Plan personal time off and vacations around class;
3. Come to class prepared to engage in discussions by reading all assignments, preparing presentation materials, and completing assignments that will aid discussions;
4. Present topics relevant to pediatric psychology (see rubric in Canvas for content that should be included in presentations);
5. Conduct literature searches for your presentations and provide readings to your peers; and
6. Lead discussions as assigned and participate in discussions.
7. Provide constructive feedback to your peers to improve their competencies in pediatric psychology.

Class Attendance. It is the expectation of the faculty in Clinical and Health Psychology that all students attend all classes. Students are expected to be present for all classes, since much material will be covered only once in class. As a matter of mutual courtesy, please let Dr. Driscoll know when you are going to be late, when you are going to miss class, or if you need to leave early. Please try to do any of these as little as possible. Students who have extraordinary circumstances preventing attendance or who must leave early, should explain these circumstances to Dr. Driscoll prior to the scheduled class, or as soon as possible thereafter. Dr. Driscoll will then try to accommodate **reasonable** requests. **Missing class to see a patient is not permitted.**

Reading Materials

Required Reading for this Course

1. Roberts & Steele (2017). Handbook of Pediatric Psychology. New York, NY: The Guilford Press.
2. Modi & Driscoll (2020). Adherence and Self-Management in Pediatric Populations. London, United Kingdom: Elsevier.
3. Peer-reviewed articles. Articles for this course will be provided as the course progresses on E-Learning. Articles will be made available by end of day on the Thursday before the next class session. Articles will integrate biopsychosocial underpinnings of issues related to pediatric psychology and medical comorbidities. Some articles will be selected in “real-time” to maximize the likelihood that the most updated literature on the topic will be captured [1-35]

Peer Reviewed Articles – to be updated throughout the semester

1. Drotar D: Pioneers in pediatric psychology: between two professional worlds: personal

- reflections on a career in a pediatric setting. *J Pediatr Psychol* 2001, 26(3):185-192.
2. Mesibov GB: Pioneers in pediatric psychology: personal reflections on the evolution of pediatric psychology. *J Pediatr Psychol* 2002, 27(7):631-635.
 3. Roberts MC: Pioneers in Pediatric Psychology: Assisting the Developmental Progress of Pediatric Psychology. *J Pediatr Psychol* 2015, 40(7):633-639.
 4. Johnson SB: Commentary: The Wright Ross Salk Award: Reflections on Service With a Purpose. *J Pediatr Psychol* 2015, 40(10):1008-1013.
 5. Genik LM, Yen J, McMurtry CM: Historical analysis in pediatric psychology: the influence of societal and professional conditions on two early pediatric psychology articles and the field's subsequent development. *J Pediatr Psychol* 2015, 40(2):167-174.
 6. Palermo TM, Janicke DM, McQuaid EL, Mullins LL, Robins PM, Wu YP: Recommendations for training in pediatric psychology: defining core competencies across training levels. *J Pediatr Psychol* 2014, 39(9):965-984.
 7. Selzer R, Ellen S: Formulation for beginners. *Australas Psychiatry* 2014, 22(4):397-401.
 8. Paniagua FA: ICD-10 Versus DSM-5 on Cultural Issues. *Sage Open* 2018:1-14.
 9. Morrison AK, Glick A, Yin HS: Health Literacy: Implications for Child Health. *Pediatr Rev* 2019, 40(6):263-277.
 10. McQuaid EL, Landler W: Cultural issues in medication adherence: Disparities and directions. *Journal of General Internal Medicine* 2017, 33:200-206.
 11. Stempel H, Federico MJ, Szeffler SJ: Applying a biopsychosocial model to inner city asthma: Recent approaches to address pediatric asthma health disparities. *Paediatr Respir Rev* 2019, 32:10-15.
 12. Sullivan PW, Ghushchyan V, Navaratnam P, Friedman HS, Kavati A, Ortiz B, Lanier B: Exploring factors associated with health disparities in asthma and poorly controlled asthma among school-aged children in the U.S. *J Asthma* 2020, 57(3):271-285.
 13. Stevanovic D: Can we really use available scales for child and adolescent psychopathology across cultures? A systematic review of cross-cultural measurement invariance data. *Transcultural Psychiatry* 2017, 54:125-152.
 14. Cohn LN, Pechlivanoglou P, Lee Y, Mahant S, Orkin J, Marson A, Cohen E: Health Outcomes of Parents of Children with Chronic Illness: A Systematic Review and Meta-Analysis. *J Pediatr* 2020, 218:166-177 e162.
 15. Keenan ME, Berlin KS, Cook JL, Ankney RL, Klages KL, Semenkovich KA, Rybak TM, Banks GG, Choquette AE, Alemzadeh R *et al*: Predictors of HbA1c Trajectories in Predominantly Black Adolescents With Type 1 Diabetes. *J Pediatr Psychol* 2021, 46(3):241-250.
 16. Zheng K, Abraham C, Bruzzese JM, Smaldone A: Longitudinal Relationships Between Depression and Chronic Illness in Adolescents: An Integrative Review. *J Pediatr Health Care* 2020, 34(4):333-345.
 17. Addala A, Auzanneau M, Miller K, Maier W, Foster N, Kapellen T, Walker A, Rosenbauer J, Maahs DM, Holl RW: A Decade of Disparities in Diabetes Technology Use and HbA1c in Pediatric Type 1 Diabetes: A Transatlantic Comparison. *Diabetes Care* 2021, 44(1):133-140.
 18. Ferro MA, Rhodes AE, Kimber M, Duncan L, Boyle MH, Georgiades K, Gonzalez A, MacMillan HL: Suicidal Behaviour Among Adolescents and Young Adults with Self-Reported Chronic Illness. *Can J Psychiatry* 2017, 62(12):845-853.
 19. Spurr S, Bally J, Hill P, Gray K, Newman P, Hutton A: Exploring the Prevalence of Undiagnosed Prediabetes, Type 2 Diabetes Mellitus, and Risk Factors in Adolescents: A Systematic Review. *J Pediatr Nurs* 2020, 50:94-104.
 20. Lohr WD, Creel L, Feygin Y, Stevenson M, Smith MJ, Myers J, Woods C, Liu G, Davis DW: Psychotropic Polypharmacy Among Children and Youth Receiving Medicaid, 2012-2015. *J Manag Care Spec Pharm* 2018, 24(8):736-744.
 21. Vazquez CE, Cubbin C: Socioeconomic Status and Childhood Obesity: a Review of Literature from the Past Decade to Inform Intervention Research. *Curr Obes Rep* 2020, 9(4):562-570.
 22. DiMango E, Simpson K, Menten E, Keating C, Fan W, Leu CS: Health Disparities among adults

- cared for at an urban cystic fibrosis program. *Orphanet J Rare Dis* 2021, 16(1):332.
23. Kimball H, Douglas T, Sanders M, Cobham VE: Anxiety in Children with Cystic Fibrosis and Their Parents: A Systematic Review. *Clin Child Fam Psychol Rev* 2021, 24(2):370-390.
 24. Quittner AL, Abbott J, Hussain S, Ong T, Uluer A, Hempstead S, Lomas P, Smith B: Integration of mental health screening and treatment into cystic fibrosis clinics: Evaluation of initial implementation in 84 programs across the United States. *Pediatr Pulmonol* 2020, 55(11):2995-3004.
 25. Shi Y, Hunter Guevara LR, Dykhoff HJ, Sangaralingham LR, Phelan S, Zaccariello MJ, Warner DO: Racial Disparities in Diagnosis of Attention-Deficit/Hyperactivity Disorder in a US National Birth Cohort. *JAMA Netw Open* 2021, 4(3):e210321.
 26. Shahidullah JD, Carlson JS, Haggerty D, Lancaster BM: Integrated care models for ADHD in children and adolescents: A systematic review. *Fam Syst Health* 2018, 36(2):233-247.
 27. Nolan VG, Anderson SM, Smeltzer MP, Porter JS, Carroll YM, Brooks IM, Elmagboul N, Gurney JG, Hankins JS: Pediatric to adult care co-location transitional model for youth with sickle cell disease. *Am J Hematol* 2018, 93(1):E30-E32.
 28. Farooq F, Mogayzel PJ, Lanzkron S, Haywood C, Strouse JJ: Comparison of US Federal and Foundation Funding of Research for Sickle Cell Disease and Cystic Fibrosis and Factors Associated With Research Productivity. *JAMA Netw Open* 2020, 3(3):e201737.
 29. Vanclooster S, Benoot C, Bilsen J, Peremans L, Jansen A: Stakeholders' Perspectives on Communication and Collaboration Following School Reintegration of a Seriously Ill Child: A Literature Review *Child youth Care Forum* 2018, 47:583-612.
 30. Burns S, Doering K, Koller D, Stratton C: School reintegration following hospitalisation for children with medical complexity and chronic disease diagnoses: a scoping review protocol. *BMJ Open* 2021, 11(10):e052493.
 31. Boland H, DiSalvo M, Fried R, Woodworth KY, Wilens T, Faraone SV, Biederman J: A literature review and meta-analysis on the effects of ADHD medications on functional outcomes. *J Psychiatr Res* 2020, 123:21-30.
 32. Wakefield EO, Popp JM, Dale LP, Santanelli JP, Pantaleao A, Zempsky WT: Perceived Racial Bias and Health-Related Stigma Among Youth with Sickle Cell Disease. *J Dev Behav Pediatr* 2017, 38(2):129-134.
 33. Lee L, Smith-Whitley K, Banks S, Puckrein G: Reducing Health Care Disparities in Sickle Cell Disease: A Review. *Public Health Rep* 2019, 134(6):599-607.
 34. De Young AC, Paterson RS, Brown EA, Egberts MR, Le Brocque RM, Kenardy JA, Landolt MA, Marsac ML, Alisic E, Haag AC: Topical Review: Medical Trauma During Early Childhood. *J Pediatr Psychol* 2021, 46(7):739-746.
 35. Lum A, Wakefield CE, Donnan B, Burns MA, Fardell JE, Marshall GM: Understanding the school experiences of children and adolescents with serious chronic illness: a systematic meta-review. *Child Care Health Dev* 2017, 43(5):645-662.

Recommended

1. American Psychiatric Association (2013). Diagnostic and Statistical Manual for Mental Disorders, 5th Edition. American Psychiatric Association Publishing.

Course Website: The class uses the UF e-Learning portal for posting of supplemental course materials. Log on at <https://elearning.ufl.edu/> (Canvas) and you should find the course link there.

Course Schedule

Date	Week	Topic	Presenters
8/29	1	Course Overview Policies and Procedures Overview of Reflection Papers Pediatric Psychology: History + Competencies	Driscoll
9/5	2	Critical Thinking Reviewing Journal Articles	Driscoll *Class will be held in PHHP 3105
9/12	3	Pediatric Ethics Resolving Ethical Dilemmas	Driscoll *Class will begin at 1 PM
9/19	4	Genetics and Genetic Testing Pathophysiology	Type 1 Diabetes, Cystic Fibrosis, Cancer *Class will begin at 1 PM
9/26	5	Genetics and Genetic Testing Pathophysiology	Asthma, Sickle Cell Disease, Inflammatory Bowel Diseases, Infectious Diseases
10/3	6	Medical Presentations + Treatment Regimens Medical Treatment Regimen Adherence	Type 1 Diabetes, Cystic Fibrosis, Cancer
10/10	7	Medical Presentations + Treatment Regimens Medical Treatment Regimen Adherence	Cancer, Epilepsy, Asthma
10/17	8	Medical Presentations + Treatment Regimens Medical Treatment Regimen Adherence	Sickle Cell Disease, Inflammatory Bowel Diseases, Infectious Diseases
10/24	9	Psychological Presentations + Assessment + Interventions	Type 1 Diabetes, Cystic Fibrosis, Cancer
10/31	10	Psychological Presentations + Assessment + Interventions	Cancer, Epilepsy, Asthma
11/7	11	Psychological Presentations + Assessment + Interventions	Sickle Cell Disease, Inflammatory Bowel Diseases, Infectious Diseases
11/14	12	Neurocognitive Abilities + Academic Achievement	Type 1 Diabetes, Cystic Fibrosis, Cancer, Epilepsy
11/21	13	Neurocognitive Abilities + Academic Achievement	Asthma, Sickle Cell Disease, Inflammatory Bowel Diseases, Infectious Diseases
11/28	14	Palliative Care + End of Life + Death	Type 1 Diabetes, Cystic Fibrosis, Cancer, Epilepsy
12/5	15	Palliative Care + End of Life + Death	Asthma, Sickle Cell Disease, Inflammatory Bowel Diseases, Infectious Diseases

Academic Requirements and Grading

Table of Assignments

Assignment	Due Date(s)	Points
Presentations	Based on assigned condition x 5 (50 points each)	250
Self-Assessment	Varying weeks based on assigned condition x 5 (10 points each)	50
Reflection Papers	Alternating weeks based on assigned condition x 5 (10 points each)	50
Ethical Dilemmas	Due 10/3, 10/24, 11/14, 11/28 (25 points each)	100
Final Exam	Due 12/12	100
TOTAL POINTS		550

Per the UF website:

Percentage or points earned in class	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations. Please be aware that a C+ is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B- or higher.

Incomplete grades: An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Make-up Exams or Other Work: Course materials will be provided to you with an excused/approved absences, and you will be given a reasonable amount of time to make up work. There will be no extra credit opportunities in this course. For unexcused absences or those that are not approved, the *General policy on missed work* is that it is expected that no students will miss any assignments. **No make-ups will be possible.** No late assignments will be accepted.

Dr. Driscoll's Personal Statement: I was raised in a family with lower socioeconomic resources in a small, blue collar suburb of Cleveland, Ohio; my parents have been married for 53 years and I have one brother. There are 22 of cousins in my generation; 4 of us earned bachelor's degrees (including my brother and me) and I am the only person in my family to earn a doctorate (including all ancestors that I have been able to add to my ancestry.com family tree). My paternal great grandparents immigrated to the United States from Ireland during the potato famine and became farmers; little is known about my paternal grandmother's ancestors other than that her mother was from Poland. My

maternal great grandparents immigrated from Hungary for unknown reasons, but I have a big stack of letters written in Hungarian that I plan to have translated; I hope I find the reason in them! Very little is known about my maternal grandfather; he died by suicide when my mother was 8 years old. As a female, I have experienced sexism in every academic institution in which I have been employed. I also experienced sexual harassment by a male colleague and hostile work environment perpetrated by both male and female colleagues. I am concerned that women have not been recognized as a minoritized group in our DEIA efforts, especially women in academia. An overwhelming amount of data show that we earn less than our academic male colleagues, we leave academia prior to being promoted to the associate level but our male colleagues do not, and students rate us significantly lower on teaching evaluations than their male instructors. I am committed to valuing all individuals to facilitate equity and inclusivity in an environment that promotes the health and well-being of all individuals, but I am particularly dedicated to minimizing disparities involving biological sex and gender identity.

Diversity Statement: I will treat you with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. As such, I expect professionalism; I will not tolerate disrespectful verbal and non-verbal language. I hope that everyone will give each other the benefit of the doubt as cultural humility is “a lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of her/his beliefs and cultural identities (NIH).”

Course Evaluations: 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/>.

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.

Professionalism and COVID: As students pursuing a path in the health profession of psychology, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for

our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

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

- You may wear approved face coverings while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine.
- Continue to follow healthy habits, including best practices like frequent hand washing.

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

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/>.

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. Do not wait until you reach a crisis to come in and talk with me. 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.

- 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](#).

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