

University of Florida
College of Public Health & Health Professions Syllabus
SPA6233 Speech Motor Control Disorders (3 credits)

Semester: Spring 2025
Delivery format: On-Campus
Canvas website: <https://ufl.instructure.com/courses/524883>
Class time, location: Tuesdays, 12:50-3:50, CG-022

INSTRUCTOR

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Email: michela.mir@phttp.ufl.edu
Office hours: Tuesdays 10-11am or by appointment (HPNP 2142)
Preferred communications: Email

PREREQUISITES

Graduate students in the MA SLP program, or with permission from the instructor.

PURPOSE AND OUTCOMES

Course Overview:

The purpose of this graduate level course is to provide a detailed study of acquired and progressive disorders of the motor speech system across the lifespan. Students will learn comprehensive diagnostic procedures to interpret symptoms of motor speech disorders and form individualized management plans.

Relation to Program Outcomes, Clinical Certification, & Program Accreditation:

This course meets a number of standards from the Council for Clinical Certification (CFCC) in Speech-Language Pathology for the American Speech-Language Hearing Association (ASHA). It also meets several standards from the Council for Academic Accreditation (CAA) for Speech-Language Pathology.

CFCC Standard #	Description
IV-B	<i>Knowledge outcome:</i> Demonstrates knowledge of basic human communication and swallowing processes, including biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases. Demonstrates ability to integrate information about normal/abnormal human development across the lifespan.
IV-C	<i>Knowledge outcome:</i> Demonstrates knowledge of communication and swallowing disorders and differences, including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates in the following areas: speech sound production, fluency, voice/resonance
IV-D	<i>Knowledge outcome:</i> For areas specified in IV-C, there must be knowledge of principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates.
IV-E	<i>Knowledge outcome:</i> Demonstrates knowledge of standards of ethical conduct based on the ASHA Code of Ethics.
IV-F	<i>Knowledge outcome:</i> Demonstrates knowledge of research processes and integrates research into evidence-based clinical practice.
V-A	<i>Skills outcome:</i> Demonstrates sufficient oral, written, or other forms of communication skills.
V-B	<i>Skills outcome:</i> demonstrates skills in motor speech-related evaluation completion, screening/prevention, case history collection, integration of clinical information from patients/clients/families/caregivers, selection and administration of appropriate evaluation procedures, adaptation of evaluation procedures as appropriate, interpretation/integration/synthesization of information for intervention planning, completion of administration/reporting, referral processes, development of intervention plans based on clinical setting and patient/client/family needs/wants, collaboration processes, intervention implementation with appropriate materials/tools, intervention progress, intervention plan modification.

CAA Standard #	Description
2.1	Students acquire knowledge and skills required in Standard 3.0, scientific/research fundamentals of the discipline; meet program goals; meet expectations of program mission; offered on a regular basis.
3.1B	Students acquire knowledge and skills with sufficient breadth and depth to function as an effective, well-educated, and competent speech-language pathologist. The program is designed to afford each student with opportunities to meet program expectations that are consistent with its mission to prepare each student for professional practice.
3.1.1B	Professional practice competencies in accountability, effective communication, evidence-based practice, and professional duty.
3.1.2B	Foundations of speech-language pathology practice regarding communication sciences and disorders, basic processes, ability to integrate information pertaining to normal/abnormal development across the lifespan.
3.1.3B	Identification and prevention of speech, language, and swallowing disorders and differences based on content, principles, and experiences.
3.1.4B	Evaluation of speech, language, swallowing disorders and differences regarding articulation, fluency, voice and resonance.
3.1.5B	Intervention to minimize effects of communication and swallowing changes specific to articulation, fluency, voice, and resonance.
3.1.6B	General knowledge and skills applicable to professional practice regarding ethical conduct, contemporary issues, self-assessment, clinical education/supervision, clinical counseling, interdisciplinary approaches.
3.2B	The planning and organization of the program and is consistent with current knowledge and professional practice guidelines.
3.3B	Program is planned and delivered in an organized, sequential, and integrated manner to meet goals for developing SLP clinicians.
3.4B	Program is organized and delivered in a manner that diversity, equity, and inclusion are reflected throughout academic and clinical education.
3.5B	Scientific and research foundations of the profession are evident.
3.10B	Ensures students know expectations regarding their exercise of the highest level of academic and clinical integrity.
4.3; 4.4; 4.9	Policies and procedures exist for identifying the need for intervention if students do not meet academic/clinical expectations of program; Students are informed of these policies and procedures and expectations for academic integrity, honesty, ethical practice, degree requirements, and student support services.
5.1; 5.2; 5.3	Student learning is regularly assessed; there are ongoing formative and summative assessments of student performance; there are regular and ongoing assessment protocols to evaluate the program to facilitate quality improvement.

Course Goal:

Upon completion of this course, and with specific consideration for cultural backgrounds, psychological health, and quality of life, students will be able to describe evaluation processes for each component of the speech motor system, as well as propose comprehensive and evidence-based management plans to prevent and rehabilitate disordered speech functions.

Course Objectives:

Course objectives specifically target CFCC and CAA standards related to motor speech knowledge and skills bases of anatomy, physiology, linguistics, genetics, development/lifespan, prevention, assessment, treatment. Upon successful completion of this course, students will be able to do the following:

Knowledge Objectives: Anatomical basis

1. Determine the neurological and anatomical correlates of developmental and acquired motor speech disorders.
2. Categorize the neurologic and anatomical correlates of motor speech disorders pertaining to changes in voice, resonance, articulation, and/or fluency.

Knowledge Objectives: Physiological basis

3. Describe the effects of neurologic injury/disease on motor control of speech.
4. Differentiate various effects of neurologic injury/disease on physiological substrates within the speech control system.

Knowledge Objectives: Psychological, Linguistic, and Genetic bases

5. Describe the psychological effects of neurologic injury/disease that results in motor speech disorders.
6. Describe how communication is affected by motor speech disorders.
7. Describe the current findings about genetic etiologies that result in motor speech disorders.

Knowledge Objectives: Developmental/Lifespan

8. Describe the speech and communication changes over the lifespan of individuals with developmental and acquired motor speech disorders.
9. Present examples regarding the effects of developmental and acquired motor speech disorders on individuals' participation in daily activities throughout the lifespan.

Knowledge Objectives: Prevention

10. Describe the components of motor speech disorders (voice, articulation, resonance, fluency), neurological injury, and disease that may be amenable to prevention.

Knowledge Objectives: Assessment

11. Discuss clinical procedures used to assess developmental and acquired motor speech disorders.
13. Determine which assessment procedure/s to use given specific clinical cases.
14. Differentiate criteria for diagnosing developmental versus acquired motor speech disorders.
15. Determine common types of motor speech disorders across the lifespan.

Knowledge Objectives: Treatment

16. Describe common goals used in treatment plans for individuals with developmental or acquired motor speech disorders.
17. Evaluate the efficacy of common treatments used in conjunction with motor speech disorders.
18. Determine which physiological components are targeted with specific treatment approaches.
19. Identify outcome measures that determine the effectiveness of a motor speech treatment plan.
20. Describe methods to assess motor speech treatment outcomes.
21. Explain the difference between a measure used in treatment and a measure of treatment outcome.
22. Discuss the limitations of contemporary treatments for motor speech disorders.

Skills Objectives: Evaluation & Diagnosis

1. Administer at least one screening or evaluation instrument for motor speech disorders.
2. Determine the next step in the clinical assessment process based on interpretation of the screening and evaluation findings.
3. Justify the differential motor speech diagnosis based on evaluation findings (e.g., case history, assessment results).
4. Discuss ways in which the diagnosis may change over the course of neurological injury/disease and/or lifespan and how this may impact management plans.

Skills Objectives: Treatment & Management

5. Develop intervention plans that target motor speech treatment outcomes through measurable and achievable goals.
6. Select appropriate referral processes for patients requiring additional professional services related to neurological injury/disease management.
7. Generate an assessment report that will be reimbursable.
8. Demonstrate common clinical training techniques that increase speech intelligibility and individuals' overall communicative effectiveness.
9. Provide answers to common questions that clients or family members ask about developmental and acquired motor speech disorders.

INSTRUCTIONAL METHODS

The instructional strategies for this course include a variety of content delivery types to enhance individualized learning via interactive web-based modules; quizzes; readings; lecture; small/large group discussion; group work and presentations; independent work and presentations; and clinical experiences/observations. There will be opportunities during which the students will provide and receive feedback on an individual level and in small/large group activities. The organization and instructional strategies of this course will promote students' learning of clinical assessment and management for individuals with motor speech disorders. It will also prepare students for participation in professional interdisciplinary communication, patient/family communication, and clinical documentation.

What is expected of you?

Content regarding readings, quizzes, and projects is to be done outside of class so that in-class time is maximized for lectures, case studies, project presentations, small/large group activities, and discussion. All class activities are critical components of clinical practice and therefore provide you with opportunities to meet/exceed state licensure and clinical competency requirements.

DESCRIPTION OF COURSE CONTENT

Tentative Outline/Course Schedule (subject to change, be mindful/attentive to email/Canvas updates):

Week	Date (2025)	Topic(s)	Reading(s)	Assignments(s)
1	1/14	<ul style="list-style-type: none">• Introductions• Course overview• Framework for motor speech disorders• Anatomy & physiology	<ul style="list-style-type: none">• Syllabus review• Article: Van Der Merwe• Duffy Ch. 1 & 2	Quiz 1: Syllabus
2	1/21	Continue anatomy & physiology of structural and neural speech components	<ul style="list-style-type: none">• Duffy Ch. 2	
3	1/28	Overview of assessing motor speech	<ul style="list-style-type: none">• Duffy Ch. 3• Articles: Differential patterns of dysarthria & Characterizing dysarthria	*Quiz 2: A&P *Disease group presentations: Acquired injuries & MND #1
4	2/4	Flaccid dysarthria	<ul style="list-style-type: none">• Duffy Ch. 4	*Case 1
5	2/11	Spastic dysarthria Unilateral upper motor neuron dysarthria	<ul style="list-style-type: none">• Duffy Ch. 5 & 9	*Disease group presentations: MND #2 & PNS
6	2/18	Ataxic dysarthria	<ul style="list-style-type: none">• Duffy Ch. 6	*Disease group presentations: PD & HD

7	2/25	Hypokinetic dysarthria	<ul style="list-style-type: none"> Duffy Ch. 7 	*Quiz 3: Flaccid/spastic/ataxic *Case 2
8	3/4	Hyperkinetic dysarthria Mixed dysarthria	<ul style="list-style-type: none"> Duffy Ch. 8 & 10 Article: Mixed dysarthria in CP 	
9	3/11	Apraxia of speech	<ul style="list-style-type: none"> Duffy Ch. 11 Article: Apraxia of speech 	*Disease group presentations: MSA & PSP
10	3/18	<u>Spring break- NO CLASS</u>		
11	3/25	Other neurogenic speech disorders Differential diagnosis & treatment	<ul style="list-style-type: none"> Duffy Ch. 12-14 Article: Treatment across languages 	*Quiz 4: Hypo/hyper/mixed/apraxia/other
12	4/8	Continue treatment & management	<ul style="list-style-type: none"> Duffy Ch. 15-18 Articles: Positionality & Cultural responsiveness 	*Disease group presentations: CBD/Dementias & FA *Case 3
13	4/15	<u>PHHP Research Days- NO CLASS</u>		*Quiz 5: Dx & Tx (remote) Attend PHHP Research Days in lieu of class
14	4/22	Class retreat-location TBD		*Case 4 Guest, Jackie Hurst, MS CCC-SLP Guest, Nicole Herndon, MS CCC-SLP
15	4/24-5/2	Reading days & final exams		**Disease papers due 4/24 **Final exam 4/30 (case-based)

NOTE: *formative assessments; **summative assessments

COURSE MATERIALS & ASSIGNMENTS

Textbook:

Duffy JR. Motor Speech Disorders: Substrates, Differential Diagnosis, and Management. 4th Edition.*** Elsevier Mosby, 2020

***NOTE: 3rd edition is also acceptable

Assignments:

Quizzes- There is 1, ungraded quiz related to the syllabus and 4 graded quizzes related to course content (readings and in-class discussion). Quizzes will first be completed individually by each student. Then the same

quiz will be taken in groups, allowing for discussion and learning from each other regarding content that might be difficult to understand or conceptualize. Individual quizzes are worth 15 points and group quizzes are worth 5 points, a total of 20 points per quiz. Quizzes will have 10-15 items comprised of multiple choice, fill in the blank, matching, and/or short answer questions. These quizzes are not cumulative; however, knowledge of previous course content will be assumed and may be required to answer questions correctly. Quizzes will be completed in class, right as it begins, on date listed using a lockdown browser (with the exception of the syllabus quiz which can be completed on your own time). Instructions are located on the Canvas Quizzes page and new passwords for the quizzes will be provided on each designated date.

Cases- There are 4 case study assignments, each asking you complete components that are relevant to different units of the course, while also building upon previously learned elements of assessment, diagnosis, and treatment. In each case you will be asked to define terms that pertinent to the case study, provide information about the neurologic disease, rate each speech subsystem based on provided speech sample, identify the motor speech disorder and severity, and provide at least one short- and long-term goal for the patient. **All cases are due by 11:59pm on the due date listed on syllabus calendar—these due dates vary.** Instructions and rubrics are on the Canvas Assignments page.

Neurologic disease presentations- You will be placed into groups of 3-5 people. Each group will be assigned a specific neurologic disease(s) to research and review. As a group, you will give an 10-12 minute presentation on the topic on the **assigned date per syllabus calendar—these due dates vary.** Briefly, each presentation needs to include information regarding the disease cause/etiology, population affected, neural substrates affected, how it can impact speech, articulation, fluency, resonance, voice. Furthermore, each group will need to present approaches to evaluate and treat motor speech impairments in the setting of the disease(s) and in the context of family support, social and cultural backgrounds/experiences, and patient/client input. Each group will annotate (with 5 comments/questions) two of the articles they reference while researching the disease and preparing the presentation. Each presentation needs to include 3 discussion questions at the end. These questions should relate to medical history, assessment/diagnosis, and treatment/management. Detailed instructions, disease group assignments, and rubric are found on the Canvas Assignments page.

Neurologic disease final paper- Based on the disease(s) that your group was assigned, you will individually write a paper related to the topic and components of the presentation you gave in class. This is due at the end of the semester. Although the presentation was a group assignment, the paper is individually graded and each member of the group must turn in their own, independently completed paper. In addition to the paper, each student must also submit 2 annotated articles (with 5 comments/questions per article) they referenced for the paper. These annotated articles must be different from the two submitted for the presentation. **Papers are due by 11:59am on 4/24/2024.** Detailed instructions, and rubric are found on the Canvas assignments page.

Final exam- The final exam will be completed in Canvas and in classroom using Lockdown browser just like the individual quizzes. As of now, the **final exam is on 4/30/2024 from 10am to 12pm.** The exam will be case-based with patient descriptions and associated questions to answer. You will need to apply what you learned about neuroanatomy and neurophysiology of motor speech disorders in order to answer questions regarding assessment, diagnosis, and treatment/management in the cases.

ACADEMIC REQUIREMENTS & GRADING

Assignment	Due date	Points	CFCC Standard(s)	CAA Standard(s)
Quiz 1 (syllabus)	1/19	-	-	3.10B, 3.2B, 3.3B, 4.3, 4.4, 4.9
Quiz 2	1/28	20	IV-B, IV-C	2.1, 3.1B, 3.1.2B, 3.1.3B
Quiz 3	2/18	20	IV-B, IV-C, IV-D	2.1, 3.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.6B, 3.5B
Quiz 4	3/25	20	IV-B, IV-C, IV-D	2.1, 3.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.6B, 3.5B
Quiz 5	4/15	20	IV-B, IV-C, IV-D	2.1, 3.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B, 3.5B
Case 1	2/4	30	IV-B, IV-C, IV-D, V-A	2.1, 3.1B, 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.6B, 3.5B

Case 2	2/25	30	IV-B, IV-C, IV-D, IV-E IV-F, V-A	2.1, 3.1B, 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.6B, 3.5B
Case 3	4/8	30	IV-B, IV-C, IV-D IV-E, IV-F, V-A, V-B	2.1, 3.1B, 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B, 3.5B
Case 4	4/22	30	IV-B, IV-C, IV-D IV-E, IV-F, V-A, V-B	2.1, 3.1B, 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B, 3.5B
Disease presentation	various	25	IV-B, IV-C, IV-D IV-E, IV-F, V-A, V-B	2.1, 3.1B, 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B, 3.5B
Disease paper	4/24	25	IV-B, IV-C, IV-D IV-E, IV-F, V-A	2.1, 3.1B, 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B, 3.5B
Final exam	4/30	50	IV-B, IV-C, IV-D IV-E, IV-F, V-A	2.1, 3.1B, 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B, 3.5B
Total Points		300		

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

Percentage Earned	Letter Grade	Points Grade
93-100	A	4.0
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.0
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.0
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.0
60-62	D-	0.67
Below 60	E	0.0
...	WF	0.0
...	I	0.0
...	NG	0.0
...	S-U	0.0

Please be aware that a grade below a C is not an acceptable grade for graduate students. The passing grades for graduate students are A, A-, B+, B, B-, C+, and C. Grades of B-, C+, and C count towards a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A-, or A, respectively.

More information on UF grading policy may be found at: <https://gradcatalog.ufl.edu/graduate/regulations/>

COURSE TECHNOLOGY

Canvas: Canvas is designed to organize course information and to store course content and grades so that it may be accessed via the internet. To use Canvas, you must have a UF ID. By enrolling in this course you are automatically entered into Canvas. To access go to <http://lss.at.ufl.edu/>. Class notes and other course materials,

such as audio/video samples, quizzes, assignment instructions, and submission portals will be posted on Canvas. These are intended to augment instruction but will not provide all the pertinent class content, as much of this will be gleaned from critical thinking based on class presentations and discussions.

- For any technical support, contact the IT Service Desk: Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

POLICIES RELATED TO ATTENDANCE, LATE/MISSING WORK, MAKE-UP EXAMS/QUIZZES

Class attendance: Class attendance is required and will be monitored by the instructor. Once in class, students are expected to fully engage and participate in class activities. These activities serve as practice to master the content you will need to apply to graded components of the course. Thus, students should not be engaged in other non-class activities such as texting, on social media, emailing, etc. In our graduate program, class attendance and engagement in student activities (e.g., participation) are factored into the program's assessment of the students' professionalism. ASHA's standards for clinical certification include expectations for professional behavior and interaction with colleagues; thus, students who repeatedly fail to meet expectations for participation and engagement in class may be placed on a remediation plan to improve their performance with respect to this clinical certification standard.

Late/missing work and make-up exams/quizzes:

Due dates for assignments, quizzes, exams, and other assignments are listed on this syllabus and in the Canvas website. If you are unable to meet a deadline due to illness, emergency, or University-related travel, you are expected to contact the instructor no later than 24 hours after the due date to discuss the circumstances and arrangements for rescheduling the due date. Unexcused absences for examinations will be graded as a "0". Assignments submitted late will be lowered one letter grade unless given previous arrangements from the instructor based on the unique situation of the student. Please communicate with the instructor if you foresee any class you will miss, as proactive communication with the professor will facilitate ease in obtaining the information you anticipate missing. Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number 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. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

COURSE RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are 1) for 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 the 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 the format or medium, to another person/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.

STUDENT EXPECTATIONS, ROLES, & OPPORTUNITIES FOR INPUT

Communication Guidelines:

Student inquiries about course activities should be made via email (preferred). Emailing from Canvas does not always alert the instructor in a timely fashion; therefore, all emails should be done using your UF email account. You may also discuss questions or other matters with the instructor during the weekly office hours listed at the top of this syllabus.

Expectations Regarding Course Behavior:

Professional behavior is expected and is exemplified during class by:

- Attendance to all classes
- Timeliness
- Attentiveness
- Respectful and polite interaction with peers and instructors
- Active learning as demonstrated by questions and discussion
- Engagement in class activities
- Professionalism- this implies you are refraining from texting, emailing, off-topic conversations, social media checking, etc.

Guest Attendance Policy:

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>

Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

- <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
- <http://gradschool.ufl.edu/students/introduction.html>

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

Online Faculty Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Online Synchronous Sessions (if needed):

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.

UNIVERSITY STUDENT SUPPORT SERVICES

If you have class or program questions or concerns, please schedule a time to meet first with the instructor (Dr. Michela Mir), the clinical education director (Kristi Lewandowski), or the program director (Dr. Karen Hegland). Please refer to the student handbook for additional resources on steps to take for discussing your questions, concerns, and needs: <https://slhs.php.ufl.edu/current-students/student-handbooks/>

Graduate Student Success Center: <https://success.grad.ufl.edu/>

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 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.

- **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/> Online 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 available 24/7 from: Alachua County Crisis Center**, (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department**, 392-1111 (or 9-1-1 for emergencies) or <http://www.polic.ufl.edu/>
- **Sexual Assault and Recovery Services (SARS)**: Student Health Care Center, 392-1161

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, contact the program director, or UF Student Resources <https://www.ufadvising.ufl.edu/student-resources/> where you can access the Ombuds office <https://www.ombuds.ufl.edu/>.