University of Florida
College of Public Health & Health Professions Syllabus

CLP 6529, Applied Multivariate Methods in Clinical Psychology (3 credit hours)
Section Number: 023C(10967) Fall: 2021

Meeting time/place: Wednesdays Periods 9-11 (4:05-7:05 pm)
https://ufl.zoom.us/j/97952365008?pwd=RUcrSXlhRnU2UUtCbFZ3a0JDZGM2QT09
Meeting ID: 979 5236 5008, Password: 104543
Note: Only Authenticated UFL.EDU users can sign in (details below)

Delivery Format: Blended learning/flipped classroom
Course Website or E-Learning: http://elearning.ufl.edu

Instructor Name	Michael Marsiske
Office	HPNP 3159
Phone Number	(352) 273-5097
Email Address	marsiske@phhp.ufl.edu
Response/feedback policy	within 24 hours (48 hours weekends/closures)
Office Hours	By appointment
Teaching Assistants	Garrett Ross garrett.ross@ufl.edu
Preferred course communications	Via discussion board and then email

Prerequisites
Student must have successfully completed CLP 6528. All others must petition.

PURPOSE AND OUTCOME

Course Overview.
This course examines the application of multivariate methods to the analyses of psychological data. The course will begin with a brief review of the matrix algebra concepts, the general linear model, and multiple regression. Initial emphasis will be given to (1) the multivariate analysis of variance (MANOVA) and its extensions, (2) hierarchical mixed effects models, and (3) factor analysis in its various forms (principal components, exploratory factor analysis, confirmatory factor analysis, structural equation modeling). Special topics may be covered throughout the course, if time and interest allow. As an applied course, emphasis will be less on formulae and their derivation, and more on the review of (1) major assumptions, (2) the conditions under which the analysis might be appropriate, (3) implementation of the analysis in R and RStudio, and (4) interpretation of analyses.

Relation to Program Outcomes.
This course is required in Counseling Psychology, and can fulfill an "advanced statistics" requirement in Clinical and Health Psychology.

For accreditation site visitors:
Complete references for the reading materials may be found at this reference link. An overview of coverage of tests/measurement/psychometric topics across our four research design/measurement/statistics may be found at this psychometric link. An overview of coverage of research design and methodology topics may be found at the methodology link.

Course Objectives and/or Goals
Content domains: MANOVA and multivariate repeated measures of variance, discriminant function analysis, mixed effects/random effects modeling (hierarchical/between and longitudinal applications), principal components analysis and exploratory factor analysis, confirmatory factor analysis, structural equation modeling and mediated regression, multi-group CFAs

Dimension*	**Objective**	**Learning activity/ies**	**Evaluation**
Knowledge	**Read** textbook and primary source meetings; class powerpoints and transcripts. **Identify** the major topics covered each week and the relationship to the course roadmap **Reproduce** simple analysis demonstrated in lecture	Online lectures, online demonstrations, readings	Self-testing and mastery learning; multiple-choice examination
Comprehension	**Define** the major concepts/terms each week **Describe** the appropriate situations in which to use techniques demonstrated **Differentiate** among different approaches (e.g., different kinds of analysis strategies) and their strengths and weaknesses	Online demonstrations , In-class discussion readings	Self-testing and mastery learning, in-class practice exercises, multiple-choice examination
Application	**Calculate** major coefficients and summary statistics **Chart** key findings and interpret **Choose** the best analysis for a given situation **Extend** basic analysis situations demonstrated in	Online demonstrations , Hands-on class sessions, Team-based problem solving,	Self-testing and mastery learning; in-class practice exercises, data analysis homework (output generation)

Dimension*	Objective	Learning activity/ies	Evaluation
	class to more complex data problems		
Analysis	**Break down** the multiple results of a data analysis into constituent pieces **Interpret** the results of analyses with regards to the substantive questions being asked **Recommend** next steps or areas in need of clarification to improve the analysis	Team-based problem solving, In-class discussion, coaching/mentoring	Peer-review and group self-evaluation, data analysis homework (analysis selection and output interpretation)
Synthesis	**Collaborate** with group members to determine the best solution to a complex problem **Combine** multiple sources of information (e.g., information regarding distributions and analytical question) **Construct** an appropriate analysis strategy for a multi-part data problem **Model** independent/dependent variable relationships using the appropriate techniques given distributions and questions	Coaching/mentoring, Team-based problem solving	Multiple choice examination (questions combining multiple aspects of the course); homework (multi-component data-analysis problems); personal data application exercises
Evaluation	**Appraise** the quality of the data and the admissibility of solutions generated **Assess** the fit/quality of the solution and recommend next steps **Compare/contrast** solutions generated under multiple approaches to transformation or data analysis **Prioritize** and select the best choice for data analysis, given available data and distribution and research question.	Coaching/mentoring, Team-based problem solving	Homework (data-analysis problems requiring you to judge effectiveness of the solution); group self-evaluation discussions; personal data application exercises

* For more information about dimensions see https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

Instructional Methods

This is a blended learning course. Specifically, it uses a flipped classroom (lectures online, synchronous meetings for collaborative problem solving)

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

What is expected of me? You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the synchronous sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. With that being said, I am also understanding that we are living through unprecedented times and that there may be factors impacting your ability to participate.

Things to keep in mind. Because I post material on line, you can go back and review it as many times as needed to feel comfortable with the material prior to the live class. Please keep in mind that you have to allocate your time wisely to take full advantage of the blended learning approach.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

(note: Readings are sometimes on topics ahead of the current week, to help prepare you for later weeks)

Week	**Class meeting**	**Date to complete online lecture by**	**Topic(s)**	**Readings: Required / *Recommended***	**Assignment due date**
0	8/25	n/a	Course introduction	None required	

Week	**Class meeting**	**Date to complete online lecture by**	**Topic(s)**	**Readings: Required / *Recommended***	**Assignment due date**
1	9/1	9/1	Overview and multivariate methods	TF01 and TF02, MEY02;*TF03, TF04 and TF05 (for those uncertain about prerequisites), MEY03, AC01, GY01*	
2	9/8	9/8	MANOVA	TF07; *AF14, GY08, MEY09*	9/14 (CR)*
3	9/15	9/15	MANOVA, discriminant functions		9/21 (FR)**
4	9/22	9/22	Mixed effects models		n/a
5	9/29	9/29	Mixed effects models		10/5 (CR)
6	10/6	10/6	Longitudinal mixed effects models		10/12 (FR)
7	10/13	10/13	Principal Components Analysis and exploratory factor analysis		10/19 (CR)
8	10/20	10/20	Exploratory and confirmatory factor analysis		10/26 (FR)
9	10/27	10/27	Missing data		11/2 (CR)
10	11/3	11/3	Confirmatory factor analysis		11/9 (FR)
11	11/10	11/10	Structural equation modeling		11/16 (CR)
12	11/17	11/17	Multi-group models and invariance		11/30 (FR)
13	12/1	12/1	Path models and moderation		12/7 (CR)
14	12/8	12/8	Longitudinal SEM and invariance		12/8 (FR)
			Final exam is Mon 12/13 from 3 pm to 5:00 pm, online in Canvas		

* CR = Cued Response assignment; ** FR = Free Response assignment

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials and Technology

Using Zoom:

Where public health guidelines require our in-person meetings to be virtual, we will use Zoom for virtual class meetings. Please *carefully* read these instructions:

1. If you have a previous version of Zoom, *uninstall/delete it*.
2. Log in with your UF credentials at https://ufl.zoom.us/
3. Install the most recent version of the Zoom client https://ufl.zoom.us/download#client
4. Log in with the SSO button (**do not** just type a user name or password). You will be prompted for your UF user name and password
5. Once you are logged into a UF authenticated instance of Zoom, click the link to get into the meeting https://ufl.zoom.us/j/97952365008?pwd=RUcrSXlhRnU2UUtCbFZ3a0JDZGM2QT09 (if the link doesn't work, the Meeting ID is 979 5236 5008 and the meeting Password is 104543)
6. You will be placed in a waiting room. When the class time begins, the instructor will let you into the virtual classroom
7. At points in time, you will be placed in Zoom breakout room where you will be interacting with group members. Prior to class, please click the Zoom "gear" icon, and check your video and audio to make sure you have a working microphone and camera.

"Camera on" request:

The structure of the class is such that: (a) we will begin each class as a meeting of the whole, reviewing lecture materials, taking on new content, and having open discussions, and then (b) we will move into small breakout groups, during which we will solve data analysis problems. For both parts of the class, please keep your camera on. Camera-on assists with engagement and avoids de-personalization.As noted elsewhere in this syllabus, your camera images will not be recorded without your permission. That said, this is a request; we understand and support that some students may exercise their right to leave the camera off.

Reading materials:

Readings for this include traditional textbook/didactic readings, explaining the assumptions, computation, and practical interpretation of particular procedures. Some readings will be presented via the course textbook, and some will come from supplemental readings (to be provided at the course website). Complete references for the reading materials may be found at this reference link.

Required text

(TF) Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th. Ed.). Boston, MA: Pearson. ISBN-10: 0205849571 ISBN-13: 9780134790541 (paper) or 9780134792866 (pdf).

Recommended backgrounders/procedurals/extra reading

(AC) Afifi, A. A., & Clark, V. (1996). *Computer-aided multivariate analysis* (3rd Ed.). New York: Chapman and Hall.

(AF) Field, A. (2005). *Discovering statistics using SPSS* (2nd Ed.). Thousand Oaks, CA: Sage Publications.

(GOR) Gorsuch, R. L. (1983). *Factor analysis (2nd Ed.)*. Hillsdale, NJ: Lawrence Erlbaum Associates.

(GY) Grimm, L. G., & Yarnold, P. R. (Eds.). (1995). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association.

(GY_2) Grimm, L. G., & Yarnold, P. R. (Eds.). (2000). *Reading and understanding more multivariate statistics*. Washington, DC: American Psychological Association.

(HAI) Hair, J. E., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate Data Analysis* (5th. Ed.). Upper Saddle River, NJ: Prentice Hall.

(MEY) Meyers, L. W., Gamst, G., & Guarino, A. J. (2006). *Applied Multivariate Research: Design and Interpretation.* Thousand Oaks, CA: Sage Publications.

(HOX) Hox, J. (2002). *Multilevel Analysis* Mahwah, NJ: Lawrence Erlbaum Associates.

(KREF) Kreft, I., & De Leeuw, J. (1998). *Introducing multilevel modeling.* Thousand Oaks, CA: Sage Publications.

(LUKE) Luke, D. A. (2004). *Multilevel Modeling*. Thousand Oaks, CA: Sage Publications.

(SING) Singer, J. D., & Willett, J.B. (2003). Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. London: Oxford University Press.

Software/computing resources:

The "official" statistical programming language of this course will be R, and the official IDE for your programming will be R-Studio. Students should arrive at the first class with these languages installed on their computers. (It is also possible to use R and R-Studio on the UF Apps Server, details below). Students are **required** to bring tablets/computers to weekly class meetings, and they will be **required** to write R-code and conduct data analyses in class.

- R is available without cost (single use copies). First install the appropriate version of R from http://archive.linux.duke.edu/cran/ (if you have an earlier version, please update to the most current version)
- RStudio Desktop is available without cost (single use copies). *After you have installed R*, install the appropriate version of RStudio from https://rstudio.com/products/rstudio/download/
- R and RStudio are also available via the http://info.apps.ufl.edu/ website. (Please see that site for technical instructions; you will need to install a small Citrix client on your machine the first time you use it).
    - This is a virtual machine, which means you can run R on any Windows, MAC, or even tablet (iOS, anyway) machine.

All students must also be able to access course materials, which will be distributed electronically as Microsoft PowerPoint, Microsoft Word (PHHP currently supports the most recent version of Office), or Adobe Acrobat files. This software is available free to UF

students via Office365 link or via the App Server. In the first class, all students will complete an e-mail register; students are responsible for updating the instructor on e-mail changes throughout the term. **All** class materials will be distributed by e-mail or Canvas site, so regular and frequent checking is a necessity. If you have internet access issues, you can connect via wifi in most campus buildings, and can also use computer in most UF libraries and computer laboratories. See https://uflib.ufl.edu/using-the-libraries/computers-and-equipment/ and https://labs.at.ufl.edu/

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

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

ACADEMIC REQUIREMENTS AND GRADING

As a preface to all evaluative components of the course, I understand that we are living through unprecedented times. From extreme acts of anti-Blackness being displayed in the media consistently to xenophobic and transprejudice policies being passed locally, statewide, and nationally (to just name a few oppressive acts), I understand the effects that this can have on top of surviving a global pandemic and meeting your needs as a student. Therefore, please do not hesitate to reach out to the Teaching Assistant if you need accommodations (e.g., need to be absent, submit late work) – the Teaching Assistant will work with you to make sure you are successful in this course while prioritizing your emotional well-being.

Quizzes (1% each)

Each week, there is a mastery quiz to submit . This consists of a few simple true/false, multiple choice, or short answer questions probing the content of that week's lecture and/or readings. These are online in Canvas, and must be submitted prior to each week's class (Wednesdays at 4:05 pm). Note: you will be temporarily unable to access subsequent Canvas content unless you pass each quiz with at least 80% correct. (Note, you have up to six chances to achieve this criterion, and if you need more support/retakes, please contact the Instructors, who will enable this).Even if you are going to miss a class, you must still complete the quiz each week before each class.

In-class Assignments (1% each)

Each week, there is an *in-class collaborative assignment* to submit (all members of a team must submit the same assignment). This is graded for presence/absence. These must always be posted to Canvas by 7:05 pm of the day in which they are due.

Note that in the last week, our "in class" work counts as homework (will be done without an answer key, and with reduced collaboration), and thus is worth 6%. The final in-class assignment cannot be missed/skipped, and is not available for the "missed class" credit (next paragraph). Late submissions of this final in-class homework will be permitted, under the late schedule below.

Note: There is a 2% credit for missed in class submissions. In other words, students can miss up to two in-class submissions without losing points. In order to qualify for these points, students need to submit an "absence reporting form" which is linked on the Persistent Resources page, accessible from the Canvas home page for our course. Everyone runs into difficulties and challenges, so please do not hesitate to use these credits. You do not need to give a reason; at the same time, if you are experiencing trauma or difficulty and I can help, please reach out.

Free Response Homework Assignments (6% each—see special note about Week 14)

Most weeks, there is also an *independent homework* to submit (each student must submit their own assignment, and collaboration is not permitted (but please reach out to instructors or discussion board if you need help). These must always be posted to Canvas by 11:59 *pm* of the day in which they are due (typically the *Tuesday* before class).

In 50% of homeworks, assignments are "free response". Free response homeworks present students with data sets and open-ended questions like the in-class assignments. Students analyze a data set in accordance with specific questions, and answer broad open-ended questions according to a rubric. Assignments involve a combination of output generation, output summary, and general interpretation. Students are also expected to post the code file they used to generate their responses.

As noted above, in Week 14 our "in class" work counts as homework (will be done without an answer key, and with reduced collaboration), and thus is worth 7.5%. This assignment will be due at the end of our last in-person class at 7:05 pm. This final in-class homework cannot be missed/skipped, and is not available for the "missed class" credit. Late submissions of this final in-class homework will be permitted, under the late penalty schedule below

Cued Response Homework Assignments (3% each)

As with free response homeworks, these must always be posted to Canvas by 11:59 *pm* of the day in which they are due (typically the *Tuesday* before class).

In the other 50% of weeks, homeworks are "cued response". Cued response homeworks are similar in structure to free response and in-class assignments, but students are required to post no output and write no responses. Instead, students will be give a variety of cued response options for each question, and they are to pick the best option.

Examination (19%)

Multiple choice examination – This two-hour exam will be scheduled during the UF Exam period (details below). The exam will consist of 50 multiple choice questions; The exam will be administered via Canvas on 12/13 from 3:00 pm – 5:00 pm EST in the "quizzes" tab. The exam will cover all content in lecture/readings from the semester. Students are strongly urged to keep up with the optional multiple-choice self-assessments, as these are close in content and format to the actual exam questions. The exam requires a good internet connection; on-campus possibilities will be discussed in class closer to the final exam date.

Grading

Item	Requirement	Due date	% of final grade (must sum to 100%)
1	Lecture quiz	9/1	1.0%
2	In-class assignment	9/1	1.0%
3	Lecture quiz	9/8	1.0%
4	In-class assignment	9/8	1.0%
5	Homework	9/14	3% (CR)
6	Lecture quiz	9/15	1.0%
7	In-class assignment	9/15	1.0%
8	Homework	9/21	6% (FR)
9	Lecture quiz	9/22	1.0%
10	In-class assignment	9/22	1.0%
11	Homework	9/28	3% (CR)
12	Lecture quiz	9/29	1.0%
13	In-class assignment	9/29	1.0%
14	Lecture quiz	10/6	1.0%
15	In-class assignment	10/6	1.0%
16	Homework	10/12	6% (FR)
17	Lecture quiz	10/13	1.0%
18	In-class assignment	10/13	1.0%
19	Homework	10/19	3% (CR)
20	Lecture quiz	10/20	1.0%
21	In-class assignment	10/20	1.0%
22	Homework	10/26	6% (FR)
23	Lecture quiz	10/27	1.0%
24	In-class assignment	10/27	1.0%
25	Homework	11/2	3% (CR)

Item	Requirement	Due date	% of final grade (must sum to 100%)
26	Lecture quiz	11/3	1.0%
27	In-class assignment	11/3	1.0%
28	Homework	11/9	6% (FR)
29	Lecture quiz	11/10	1.0%
30	In-class assignment	11/10	1.0%
31	Homework	11/16	3% (CR)
32	Lecture quiz	11/17	1.0%
33	In-class assignment	11/17	1.0%
34	Homework	11/30	6% (FR)
35	Lecture quiz	12/1	1.0%
36	In-class assignment	12/1	1.0%
37	Homework	12/7	3% (CR)
38	Lecture quiz	12/8	1.0%
39	In-class **HOMEWORK**	12/8	6% (FR)
40	Final Exam (12/13 from 3 pm to 5 pm, EST)	12/13	19.0%

Note: The number of assignments and exercises *is not set in stone*; we might have to add or remove an assignment, depending on class progress. If this occurs, the remaining assignments will be prorated so that they still, collectively, contribute 55% to your final grade. In addition, even if the assignments differ in the number of points that they are worth, each assignment will be weighted to contribute equally to your final grade. So, if we have 11 assignments, each one is worth 5% of the grade. If we end up having only 5 assignments, each one is worth 11%% of grade. All assignments count for the exact same percentage of your grade, even if they are individually worth a different number of points.

The free response assignments will consist of multiple items. Each and every item will have equal weight and will be graded according to the rubric below. (Note: partial points, e.g., 7.5, are permissible; TAs may also score out of range for specific reasons.)

Point	Description
0	not attempted
7	"mercy point" (e.g., you really don't deserve a point, but because you made some attempt, this is acknowledged; example: doing a stepwise regression when the question asks for hierarchical); note: there must be SOME evidence of relevant effort; random text would earn a "0"
8	doing the correct analysis, but coming up with the wrong numbers (e.g., choosing the wrong DV or IV combination)
9	substantially correct, but either (a) missing one or more essential item (e.g., you conduct a regression and include the regression table, but fail to discuss or interpret it), or (b) you include too much information (e.g., you include tables/figures that are not needed for the answer, and you also fail to defend/explain why it is relevant). Teaching assistants will provide you with a list of missing elements upon grading
10	adequate/all required elements are present

In addition to reinforcing content learned in class, homework questions are designed to provide students with experience analyzing, presenting and discussing research methods and results for a scientific audience. Students are therefore encouraged to think carefully about the information needed to adequately address each question. The following guidelines are intended to facilitate this process:

- Be judicious in your selection of output. Including output that is not relevant to the problem, or that is not discussed in your answer, will lead to a grading penalty being applied. Homeworks will not be scrutinized for compliance with APA format unless this is explicitly requested.
- Students who are confused about the meaning/phrasing of a question are welcome to ask for clarification on the class discussion in Canvas.

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

Points earned	**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	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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.

Response/feedback policy.

A member of the instruction team will do their best to respond to communications (emails, phone calls, communications through Canvas, anonymous comment form) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

Exam Policy.

Exam will be online (Canvas), 12/13 from 3 pm to 5 pm EST, and will consist of 50 multiple choice items covering content from the semester.

Policy Related to Extra Credit

Occasionally, homework may include the opportunity for bonus points. These extra credit problems will be optional. *For student evaluations of teaching, all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.*

Policy Related to Make up Exams or Other Work

It is my intent that all assignments will be turned in on time (see dates on course schedule below). Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts. With this said, as described earlier in the syllabus, we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations. And, yes, I do consider being exposed to daily experiences of oppression (e.g., racial trauma; the effects of xenophobic and transphobic polies) an emergency and I will work with you to make sure you are successful in this course while prioritizing your emotional well-being.

Missed in-class assignments cannot be made up, but students can miss up to two in-class assignments without losing points. *It is not possible to make up for missed in-class submissions. In order to qualify for these points, students must submit an "absence reporting form" which is linked on the Persistent Resources page, accessible from the Canvas home page for our course.*

For homework, late submissions are not encouraged. Late submissions will be accepted for up to 7 days, but with the following point loss schedule:

With regard to missing or incomplete assignments, the following policies apply:

- While it is your responsibility to check that the *correct* assignment has been submitted to e-learning on time, we will let you know when we notice.
- It may be possible to avoid a late penalty, but it is best if you contact the instructor in advance. We are experiencing a pandemic that is disproportionately impacting Black and Brown, low- income communities. Further, there are continued instances of violence towards historically marginalized groups in the United States and abroad

that can be distressing. Therefore, if you have a concern related to the COVID-19 pandemic or social justice issues that impacts your ability to engage with class materials and assignments, please reach out to the Teaching Assistant who will facilitate discussing a plan that supports you and your participation in the course. We will work with you depending on your circumstances. You should email both Dr. Marsiske and your teaching assistant, and initiate a conversation. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses are not generally excused reasons for lateness.

- The general lateness policy is 10% of maximum deducted for each day late (starting immediately after the missed deadline). However, if the TA notices unsubmitted/late work, the TA will check in with the student to see what accommodations the student may need and work with them in order to help them succeed and prioritize their psychological and/or physical/material needs.

Note: uploading the wrong document is same-as-late, even if you have documentation that you completed the document on time. It is your responsibility to verify that you have uploaded the correct document. (You should open or download your uploaded homeworks and double- or triple-check that you have uploaded the right one).

- There will be no exceptions to this policy.
- If you have uploaded the wrong document, and e-learning does not allow you to correct this, you should IMMEDIATELY send the correct document to Dr. Marsiske and your teaching assistant via email.
- If you cannot upload a document due to technical problems (e.g., if e-learning is down), you may e-mail your assignment to Dr. Marsiske and your teaching assistant. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to e-learning as well, once the technical issue is resolved.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from elearning when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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.

Policy Related to Required Class Attendance

Attendance in this online class is defined as participation in the virtual Zoom classroom on Wednesday afternoons. It is the expectation of the faculty in Clinical and Health Psychology that students attend all classes. However, when absences must occur, please reach out for assistance if needed. There are weekly in-class assignment submissions, but students

can miss two of these without penalty. With that said, as stated previously, I understand that we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations (e.g., needing to be absent).

Please note 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.

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.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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.

Expectations Regarding Course Behavior

As a matter of mutual courtesy, please let the instructor know when you're going to be late, when you're 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 the course instructor prior to the scheduled class, or as soon as possible thereafter. The instructor will

then make an effort to accommodate reasonable requests. If you must miss a class, please request notes from your classmates about the exercises/discussion you missed.

Communication Guidelines

For extra help:

The instructional team will make every effort to support students in understanding course content and reading materials. The following resources are available for this purpose: *Class Discussion.* The class question-and-answer discussion board will occur in Canvas ("Discussion" link), and will be monitored by the entire instructional team. Unfortunately, due to the limitations of Canvas, questions can no longer be posted anonymously.

Note #1: You can receive notifications whenever the discussion board is updated. Simply go to "Discussions" and select "Watch" in the upper Discussion menu. In the "Watch" link, select "Notify me by email whenever a new message is posted".

Note #2: We ask that you minimize sending questions **directly** to the TA/instructor to ensure that

(a) your classmates can share in the insights by reading the blog
(b) the instructional staff does not end up answering the same question multiple times.
(c) you benefit from the possibility of receiving responses from any of the three instructional members, rather than just the person you e-mailed.

For these reasons, emailed questions will be strongly discouraged, unless they relate to highly personal and idiosyncratic issues. Emailed questions may receive the response of "please post this on the blog so it can be answered". If you are afraid that your question will give away the answer, please think about how to rephrase it so that it does not give away the answer. If this is not possible, then you may e-mail the instructional staff directly.

Office Hours and Appointments. The TA and Dr. Marsiske have office hours by appointment for extra help. Note, though, that these are not intended as a venue for, in essence, re-teaching the course. Instructional staff is more than willing to help, but students *must* first complete these steps before requesting additional assistance:

- Review the blog in case it provides clarification
- Re-examine the notes from class
- Listen to the accompanying audio.
- Read (or re-read) the readings from that week.
- Consider watching the associated video, and/or Andy Fields' supplemental notes, and then click the "Statistics Hell-P" link) at his website or at the Sage website, you may need to complete a free registration

In reviewing the above resources, students are asked to write down specific questions about the material that is causing confusion. If you have, in good faith, put in the work to improve your understanding, then the instructional staff can build on all your preparatory work and really help you over the "humps".

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for

credit by students 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.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Honor Code. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Online Faculty Course Evaluation Process

For student evaluations of teaching, all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes 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/.

Expectations regarding face-to-face meetings/classes, if they should occur

We do not have formally scheduled face-to-face instructional sessions, because the course is coded as "online". You are encourage to schedule all office hours or requests for extra help via Zoom. In the unlikely event of an in person class or meeting,

- You are expected to wear approved face coverings at all times during class and within buildings.
- We will meet only in physical spaces where we can maintain physical distancing (6 feet between individuals), or outdoors. Please help to maintain this spacing.
- If sanitizing supplies are available, please wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), or any respiratory virus, please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
    - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Class recording and privacy

We do not presently plan to record our synchronous class sessions. However, it is possible that at least one of our class sessions might be audio visually recorded for students in the

class to refer back and for enrolled students who are unable to attend live. **The class will receive advance warning if recording is planned!** 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.

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 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.

Campus Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *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.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *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.

Please 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.