

## HSC 4558 Survey of Diseases and Disabilities 2 (3 credit hours)

Spring: 2025

Delivery Format: Hybrid and On-Campus

eLearning: <http://elearning.ufl.edu>

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Office Hours: Mondays: 9-10:00 am; Wednesdays: 2-3:00 pm. Other times by appointment.

Class time:

Room number in PPHP building (HPNP): G316

Teaching Assistants: Sharon (Shazz) Mburu

*e-mail:* [smburu@php.ufl.edu](mailto:smburu@php.ufl.edu)

Preferred Course Communications: Email through Canvas

**Prerequisites:** Health science, public health, or communication sciences or via instructor permission

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### Purpose and Outcome

#### Course Overview

This course provides an overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a series with HSC 3502 to cover a greater breadth of health challenges).

#### Relation to Program Outcomes

This elective course is part of the foundational coursework for the BHS program.

#### Course Objectives and/or Goals

Upon completion of this course the student will be able to:

1. Distinguish among various diseases and disabilities given information related to epidemiology, etiology, symptoms, and treatments.
  - a. Summarize the epidemiology, etiology, and symptoms of forms of disease and disability including multiple sclerosis, amputations, burns, renal disease & kidney transplant, HIV/AIDS, neurological disorders (e.g., epilepsy, amyotrophic lateral sclerosis, Huntington's Disease, cerebral palsy), autism, Intellectual disability, muscular dystrophy, cystic fibrosis, sickle cell disease, and hemophilia.
  - b. Define the treatment of these diseases and disabilities and the roles of various healthcare professionals (including the role of disease prevention) in evaluating and treating individuals with diseases/conditions.

2. Apply the World Health Organization's International Classification of Disability, Function and Health (WHO ICF model) to analyze the impact of functional (e.g., body function and structures) and contextual (e.g., social supports, environmental and intrapersonal) factors on activities and participation of persons with disabilities. Apply the Individuals with Disabilities Education Act to the activities of the pre-school and school-aged child.
  - a. Explain the purpose of the World Health Organization International Classification of Disability, Function and Health (WHO ICF model AND WHO ICD model). Explain the purpose of the Individuals with Disabilities Education Act (IDEA).
  - b. Identify both functioning (e.g., body function and structures) and contextual (e.g., social supports, environmental and intrapersonal) factors that contribute to participation and health.
  - c. Address activity limitations and participation restrictions by designing functional and contextual focused approaches.
  
3. Interpret "lived experience" of disease and disability as felt by individuals who have the conditions and their caregivers and family members.
  - a. Describe the functional and contextual factors that impact health and "lived experience" as perceived through the lens of perspectives from individuals who have diseases and disabilities, their caregivers, and family members.
  - b. Convert the epidemiology, etiology, symptoms, and treatments of conditions into narrative of the "lived experience" of disease and disability as felt by individuals who have the conditions and their caregivers and family members.

### **Instructional Methods**

1. Reading assignments, online lectures, and online quizzes (completed prior to classes)
2. E-Learning web links in Canvas (supplemental materials and readings)
3. Active participation in assignments in face-to-face meetings
4. Two exams (proctored during class time with the last exam conducted during the last week of class)

### **Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, 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 face-to-face 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 you?*

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 face-to-face sessions, you may 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 class discussion. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Active participation is also viewed as demonstrating professional behavior.

## Description of Course Content

### Topical Outline/Course Schedule

Note: This is tentative and may be modified as needed during the semester. Quizzes remain open for 5 days and are due before Tuesday (quiz deadline: Mondays @ 11:59 pm).

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Reading</b>
<b>Week 1</b> 1/14 & 1/15	Course intro: Review of WHO ICF & ICD	<ul style="list-style-type: none"> <li>Syllabus/course overview</li> <li>Syllabus quiz due 1/17@11:59 pm</li> <li>Quiz 1 due Friday, 1/17 @11:59 pm</li> <li>“Getting to Know You” icebreaker: group creation</li> <li>Group work contract assignment</li> <li>In-class assignment 1- ICF &amp; ICD</li> </ul>	F&H, Ch. 1, pp. 1-9 (REVIEW for HSC 3502 students)
<b>Week 2</b> 1/21 & 1/22	Multiple sclerosis; sexuality	<ul style="list-style-type: none"> <li>Quiz 2 due Mon. 1/20, 11:59pm</li> <li>In-class assignment 2</li> </ul>	F&H, Ch. 8, pp. 111-120
<b>Week 3</b> 1/28 & 1/29	Amputations & Prosthetics	<ul style="list-style-type: none"> <li>Quiz 3 due 1/27, 11:59 pm</li> <li>In- class assignment 3</li> </ul>	F&H, Ch. 26, pp. 431-438
<b>Week 4</b> 2/4 & 2/5	Burns	<ul style="list-style-type: none"> <li>Quiz 4 due 2/3, 11:59 pm</li> <li>In-class assignment 4</li> </ul>	F&H, Ch. 32, pp. 543-553
<b>Week 5</b> 2/11 & 2/12 <b>ALL ONLINE WEEK</b>	Renal Disease & Kidney transplant	<ul style="list-style-type: none"> <li>Quiz 5 due 2/10, 11:59pm</li> <li>assignment 5: <b>ONLINE THIS WEEK</b></li> </ul>	F&H, Ch. 30, pp. 501-520
<b>Week 6</b> 2/18 & 2/19	HIV & AIDS	<ul style="list-style-type: none"> <li>Quiz 6 due 2/17, 11:59pm</li> <li>In-class assignment 6</li> </ul>	F&H, Ch. 20, pp. 333-343
<b>Week 7</b> 2/25 & 2/26	Epilepsy, Huntington’s & ALS	<ul style="list-style-type: none"> <li>Quiz 7 due 2/24, 11:59pm</li> <li>In-class assignment 7</li> </ul>	F&H, Ch. 6, pp. 85-91; Ch. 9, pp. 125-127, 129-130
<b>Week 8</b> 3/4 & 3/5	EXAM 1	In-class exam time (during regularly scheduled section)	Use study guide 1 to prepare for exam
<b>Week 9</b> 3/11 & 3/12	Early Intervention	<ul style="list-style-type: none"> <li>Quiz 8 due 3/10, 11:59pm</li> <li>In-class assignment 8</li> </ul>	no textbook this week BUT 4 Canvas links

**University of Florida  
College of Public Health & Health Professions Syllabus**

Week of 3/15-3/22	SPRING BREAK	SPRING BREAK	HAVE FUN! Don't forget to prep for CP unit!
<b>Week 10</b> 3/25 & 3/26	Cerebral Palsy (CP)	<ul style="list-style-type: none"> <li>• Quiz 9 due 3/24, 11:59pm</li> <li>• In-class assignment 9</li> </ul>	F&H, Ch. 11, pp. 145-156
<b>Week 11</b> 4/1 & 4/2	Autism & Intellectual Disability	<ul style="list-style-type: none"> <li>• Quiz 10 due 3/31, 11:59pm</li> <li>• In-class assignment 10</li> </ul>	F&H, Ch. 12, pp. 163-177
<b>Week 12</b> 4/8 & 4/9	Muscular Dystrophy & Cystic Fibrosis	<ul style="list-style-type: none"> <li>• Quiz 11 due 4/7, 11:59pm</li> <li>• In-class assignment 11</li> </ul>	Ch. 9, pp. 130-132, Ch. 29, pp. 489-491
<b>Week 13</b> 4/15 & 4/16	Sickle Cell Disease & Hemophilia	<ul style="list-style-type: none"> <li>• Quiz 12 due 4/14, 11:59pm</li> <li>• In-class assignment 12</li> </ul>	F&H, Ch. 18, pp. 309-326
<b>Week 14</b> 4/22 & 4/23	EXAM 2	In-class exam time (during regularly scheduled section)	Use study guide 2 to prepare for exam

**Course Materials and Technology**

**Required Text:** (This text was also required for HSC 3502 Survey of Diseases and Disabilities 1, Fall 2024.)

\*Falvo, D. & Holland, B.E. (2018). Medical and psychosocial aspects of chronic illness and disability (6th ed.). Burlington, MA: Jones and Bartlett.

Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your UF All Access course materials - <https://www.bsd.ufl.edu/AllAccess> – UF All Access will provide you with your required materials digitally at a reduced price, and the charge will be posted to your student account. This option will be available starting one week prior to the start of the semester and ends three weeks after the first day of class. Please start early with this process as there can be delay.

**Electronic Videos via UF Library:** In order to access streaming video, please use the following link for UF VPN Client: <https://net-services.ufl.edu/provided-services/vpn/clients/>. Canvas has more specifics on PAGES (Technical Help tab) and then search for UF Other Resources (UF Gatorlink VPN instructions).

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

**Other Course Resources:** Web links to important and credible sources for additional information on the weekly topics are available via eLearning Canvas under **Supplemental Materials or Optional Readings**. Students are encouraged to broaden their learning beyond lectures and textbook reading by using credible sources to gain a deeper understanding of course material. Students are expected to bring a laptop to class.

### Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

### Technology requirements for Quizzes and Exams

#### LockDown Browser

This course requires the use of LockDown Browser for all quizzes and exams. Watch this video to get a basic understanding of LockDown Browser: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

#### Download Instructions

Download and install LockDown Browser from this

link:<https://download.respondus.com/lockdown/download.php?id=364713981>

#### Once Installed

Start LockDown Browser

Log into Canvas

Navigate to the LockDown Practice quiz listed under “Quizzes”

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## Academic Requirements and Grading

### Attendance, Participation, and Professional Behavior

As a hybrid course, half of the course is online and half is once a week in-class which is **expected**. To inculcate professional behaviors, students are expected to attend class on time, take care of personal needs prior to entering classroom, and engage in on-task behaviors during the entire 115-minute period (there is a 15 minute break included). When you have extenuating medical or other serious circumstances, please contact your instructor and your group. If you do not contact your group and instructor *within 24 hours of the absence*, you will receive a 0 for that day. An excused absence (medical, emergency or Shands job training) may result in an individual make-up assignment. You may have a maximum of 2 make-up assignments for the semester. An

unexcused absence will result in a 0. **You must contact your group and your instructor as your group is depending on you each week.**

Below are common behaviors listed on your group contract. Your participation is critical for your learning, furthers the learning of your peers, and supports the development of professional behaviors. Working with students from other health disciplines to complete assignments will help you develop the interpersonal and communication skills needed to be an effective and collaborative healthcare provider. Your professional behavior and participation in group assignments will be evaluated by your peers throughout the semester. **Group members should contact the instructor if a group member is not abiding by the group contract (rating for any of the listed 6 behaviors is either a 1 or 2- see below).** The instructor will discuss the issue with the individual member and develop an action plan. If there is no improvement, one point will be deducted from the individual's weekly assignment each week until the desired behavior is shown.

**Peer evaluation of participation and professional behavior criteria**

Professional Behaviors: Evaluation Criteria	Rating Scale
Attends class regularly and communicates absences with the group. Arrives on time.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Contributes meaningfully to group discussions.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Stays on task to complete group assignments on time.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Prepares work in a quality manner.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Demonstrates a cooperative and supportive attitude.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Contributes significantly to the success of the assignments.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree

**12 Weekly Quizzes (one dropped, 11 contribute to grade @ 30% of final grade)**

Students are expected to read the weekly textbook chapter(s), watch the weekly lecture videos on Canvas, and complete any additional videos or reading assignments posted on each week's Canvas page. Students are expected to then complete an online quiz (available in Canvas Assignments/Quizzes). Quiz material may be taken from the readings, videos, material posted on Canvas weekly pages, or material covered in class. There will be twelve (12) quizzes. Each will have 5 questions (multiple choice primarily but also some short answer and True/False) selected randomly from a pool of questions on that topic. Each student will take a unique quiz on each topic. Students will have 5 minutes to take the quiz. The lowest score will be dropped and 11 quizzes will be used for the quiz grade. Canvas automatically drops your lowest quiz score at the END of the SEMESTER.

Each quiz will be taken independently (NO use of notes, book, slides, other students) on LockDown browser. We expect you to adhere to the Honor Code of receiving **NO ASSISTANCE** when taking all quizzes and exams and will treat any violation of this as an academic integrity violation.

**12 Assignments (one dropped, 11 contribute to grade @ 30% of final grade)**

Students are expected to attend class and participate actively and fully in interactive group assignments. These assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday section and Thursday at 11:59 pm for Wednesday section). There will typically be no make-up assignments unless you have a medical or emergency situation. Remember the lowest assignment score will be dropped and 11 assignments will be used for the final assignment grade. Students are responsible for knowing content discussed during each session. **Professional behavior is intertwined into your weekly grade. As long as professional behavior is appropriate, you will receive the same marks as the other group members for your weekly group assignment. You will be notified if there is an issue so an action plan can be initiated.**

**Grading**

Requirement	Due date	% of final grade
12 Weekly online quizzes (one dropped: 11 count for grade)	Quizzes remain open for 5 days and are due by Monday at 11:59 pm	30%
12 Assignments (one dropped: 11 count for grade)	Assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday section, Thursday at 11:59 pm for Wednesday section)	30%
2 Exams (20% for mid and 20% for final)	One exam will take place during class Week 8; the other will take place during Week 14 (see syllabus calendar)	40%
Participation & professional behavior	Active participation in large and small groups. Group members will report any issues to the instructor. If warranted, an action plan will be initiated.	0%

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

<b>Points earned</b>	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.00	70-76.99	NA*	67-69.99	63.66.99	60-62.99	<60
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

(\*The Bachelor of Health Science and Bachelor of Public Health programs do not use C- grades.)

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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 at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Exam Policy

Quizzes will be taken outside of class in Canvas with LockDown browser. Exams will be proctored during class time and administered online in Canvas with LockDown. Quizzes and exams will consist of multiple choice, fill-in, and true/false questions. The first exam will take place during class Week 8. The second exam (not cumulative) is during week 14 and will also be proctored in class. Exams may cover any material previously covered during class or in assigned course materials.

### Policy Related to Make-Ups, Quizzes, and Exams

Students who participate in University approved activities are expected to complete all online work (assignments and quizzes) by established deadlines. Quizzes are open for 5 days and then locked before in-class sessions (the Monday prior to class at 11:59 pm) and will not be re-opened. Make-ups for quizzes and in-class assignments will not be typically offered, except in line with university policy for extenuating medical or other circumstances (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>). One quiz grade and one assignment grade will be dropped. Make-ups (of weekly assignments) need to be submitted within usual deadline or at the most 2 days afterwards. Two points will be deducted if make-up is submitted later than established deadline. Exam conflicts should be discussed with the instructor as soon as you know about the conflict though both exams are held during regularly scheduled class sessions. *If you need an exam make-up, it will be a different exam and may incorporate an oral portion.*

**Please note:** Any requests for quiz 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.

### Policy Related to Required Class Attendance

Half of this class can be scheduled at your own convenience. **Attendance in face-to-face portion of this class is required and will be documented.** Activities require group effort as the in-class portion is designed for small group discussion/assignment to delve deeper into issues. Many assignments can be completed during the in-class session but sometimes you will need to finish your group work outside of class.

Please contact your group and your instructor if you cannot make class (attending online is viewed as not being present and is not an option **except** for week 5). One excused or unexcused absence will be dropped at the end of the semester (Canvas doesn't calculate until the last assignment is submitted for week 13). If you need to be absent a **second time**, please contact your instructor if you can submit a make-up assignment. If you already have submitted one make-up, *the second make-up will have 2 points deducted from your score.* Typically, you must have a medical reason or be involved with a UF club which travels during spring semester. No more than 2 make-ups will be allowed for the semester unless there are unusual circumstances which are documented.

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## Student Expectations, Roles, and Opportunities for Input

### Expectations Regarding Course Behavior

One objective of the Bachelor of Health Science/Public Health programs is to facilitate the development of professional behavior of students who will most likely go on to graduate programs and/or who will work in the



health care field. Therefore, the following pre-professional behavioral objectives are as important as your mastery of the content of the course. These are the minimum behavioral standards that I expect to see in this class and some examples of how each behavior might be evaluated:

1. **Dependability:** Regular class attendance and punctuality, turning in assignments on time
2. **Responsibility:** Actively participating in class, putting forth your best effort in discussions and assignments, notifying instructor or TA of reasons for late/missing class or assignments
3. **Communication:** Appropriate communication with instructors, TAs, support staff, guest speakers and other students, receiving and giving constructive feedback
4. **Respect for Others:** Appreciating different points of view, being courteous to instructors, TAs, support staff, guest speakers and other students, avoiding distracting behavior during class (including talking, cell phone usage, web surfing, texting, crossword puzzles, games)
5. **Honor and Integrity:** As future health professionals, we expect you to act honorably by citing other people's work when not your own and not using technology or other sources when taking quizzes or exams. Quizzes and exams are NOT open book and are NOT to be taken with other students.

### **Communications Guidelines**

It is recommended that students contact me via Canvas e-mail as it is easy to track correspondence and is preserved in Canvas. However, when submitting **make-ups**, please send to my UF e-mail and not via Canvas submissions. Please engage in constructive dialogue and use Netiquette Guidelines:

<https://teach.ufl.edu/wpcontent/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

### **Recording of lectures** (regarding House Bill 233):

"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."

### **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 for additional details: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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/>.

### **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>

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## **SUPPORT SERVICES**

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

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office (<http://www.dso.ufl.edu>) within the first week of class or as soon as you believe that 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. It is important for students to share their accommodation letter with their instructor and discuss their access needs, 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.

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-2734450.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for an

inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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