

University of Florida
College of Public Health and Health Professions
SPA 4400: Introduction to Language Disorders (3 credit hours)
Fall: 2021
(Section 051F)
Delivery Format: Online

Instructor: Laurie M Gauger, Ph.D., CCC/SLP

Office: HPNP 2140

Phone: 352-294-8484

Email: laurieg@phhp.ufl.edu

Office Hours: by appointment via zoom

Preferred Course Communication: UF Email

Chat: Wednesdays, 6 to 6:50pm Eastern Standard Time, online

Prerequisites

SPA 4004 Language Development

SPA 4104 Neuro Basis of Communication

PURPOSE AND OUTCOME

Course Overview

This course will cover the etiologies and characteristics of a wide variety of pediatric (preschool and school-age) and adult communication differences, delays and disorders. Multicultural and counseling considerations will be incorporated into discussion at all three primary age groups. Included will be those related to specific etiological factors, specific language features (with undetermined etiology), language-learning disabilities, reading disorders, ADD/ADHD, aphasia, and the dementias.

Relation to Program Outcomes and Clinical Certification Standards: This course addresses program outcomes that pertain to the following Clinical Certification Standards.

Standard #	Standard
IV. B.	Demonstrates knowledge of the biological, neurological, acoustical, developmental, linguistic and cultural bases of basic human auditory processes.
IV. B	Demonstrates the ability to integrate information pertaining to normal and abnormal oral (receptive and expressive) and written (reading and writing) language development across the life span.

IV. C	Demonstrates knowledge of the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of oral (receptive and expressive) and written (reading and writing) language disorders and social aspects of communication disorders.
IV. D	Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for people with oral (receptive and expressive) language disorders, written (reading and writing) language disorders and social aspects of communication disorders.

Course Objectives and/or Goals

Knowledge Objectives:

You will:

- Know the normal processes of oral and written language development and the social aspects of communication
- Know the etiologies of various oral and written language disorders
- Know the characteristics of various oral and written language disorders
- Know how to prevent oral and written language disorders
- Know the basic approaches to and purposes of assess oral and written language disorders
- Know the basic techniques and procedures to facilitate oral and written language learning

Skill Objectives:

You will be able to:

- Explain normal aspects of oral and written language development
- Explain causes of oral and written language disorders
- Describe neurological, psychological, developmental and cultural correlates of oral and written language disorders
- Describe various methods to prevent oral and written language disorders
- Describe the assessment of oral and written language disorders, including assessment protocols and interpreting data
- Describe the treatment for oral and written language disorders, including writing goals and treatment methods

Instruction Methods

- This is an online class. All of the lectures have been recorded and are available online.
- There is a class chat each week that is recorded for those who cannot attend the chat.
- The purpose of the chat is to review lecture material, discuss students' questions, provide clarification of complex concepts and discuss assigned readings. It is not meant to replace recorded lectures.

- I expect that you will have viewed all of the recorded lectures and videos and completed the readings assigned for a particular week before the chat, so that you can fully participate in the chat.
- Biweekly quizzes will be available from immediately after the chats (i.e., starting at 8pm Wednesday) until 11:59 pm on the following Sunday.
- You can do the quizzes at any time during that time period; however, you cannot “preview” a quiz – once you open the quiz, the timer starts.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week/Date	Topic	Readings/Videos
Week 1 8/23-8/29	Introductions Syllabus Review Overview of language and human communication Definitions	Lecture 1 The Unique Speech Needs of Children in Poverty. ASHA Leader, March 2017, Vol 22, 30-31. The Linguistic Genius of Babies https://youtu.be/G2XBikHW954
Week 2 8/30-9/5	Review of Normal Language Development	Lecture 2 Milestone Guide Why Talking to Kids Matters https://youtu.be/lpHwJyim7rM Quiz 1 – Due: 9/5 by 11:59pm (before midnight) – Lectures 1, 2 and chats
Week 3 9/7-9/12	Approaches and purposes of assessment	Lecture 13 Do First 1000 Words Determine the Rest of Your Life? https://youtu.be/XCscN4zuvd4
Week 4 9/13-9/19	Considerations for language intervention Evidence-based Practice	Lecture 14 Cohen, et al. (2005). Effects of computer-based intervention through acoustically-modified speech... Improving Early Child Development with Words https://youtu.be/y8qc8Aa3weE

		<p>Quiz 2 – Due: 9/19 by 11:59pm – Lectures 13 and 14 and chats</p> <p>Language Sample Analysis – Due 09/19 by 11:59</p>
<p>Week 5 9/20-9/26</p>	<p>Toddler and preschool language impairment</p>	<p>Lecture 3</p> <p>When is Simplified – Too... Simple? ASHA Leader, January 2017, 42-47.</p>
<p>Week 6 9/27-10/3</p>	<p>School-age language impairment</p>	<p>Lecture 4</p> <p>8-yr old with mixed expressive language disorder https://youtu.be/UmLu8rzbHhE</p> <p>ADHD child vs. non-ADHD child interview https://youtu.be/-IO6zqlm88s</p> <p>How to (explain) ADHD https://youtu.be/jhcn1_qsYmg</p> <p>Social Communication Disorder: This is Our Baby, SLPs! ASHA Leader, April 2018, 38-39.</p> <p>Intervention Assignment – Due 10/3 by 11:59</p>
<p>Week 7 10/4-10/10</p>	<p>Adolescents with language impairment</p>	<p>Lecture 5</p> <p>Quiz 3 – Due: 10/10 by 11:59pm – Lectures 3, 4 and 5 and chats</p>
<p>Week 8 10/11-10/17</p>	<p>Midterm Exam</p>	<p>Midterm – Due: 10/17 by 11:59pm – Lectures 1-5 and 13-14 and chats</p>
<p>Week 9 10/18-10/24</p>	<p>Language in individuals with Intellectual Disability</p>	<p>Lecture 6</p> <p>The effectiveness of Responsive Teaching with Children with Down Syndrome</p> <p>How much do you know about intellectual disabilities? Tedx Vancouver https://youtu.be/BURbLmQL1BE</p>
<p>Week 10 10/25-10/31</p>	<p>Language in Autism Spectrum Disorder</p>	<p>Lecture 7</p> <p>Invisible Girls. ASHA Leader, April 2018, 48-55.</p>

		<p>Autism – what we know (and what we don't know yet). Ted2014 Wendy Chung https://www.ted.com/talks/wendy_chung_autism_what_we_know_and_what_we_dont_know_yet?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare</p> <p>Early Signs of Autism www.youtube.com/watch?v=YtvP5A50HpU&feature=youtu.be</p>
<p>Week 11 11/1 – 11/7</p>	<p>Language of children with hearing impairment</p>	<p>Lecture 8</p> <p>The Challenge with Processing Language (Dr. Nittrouer, TedX Talk) https://youtu.be/IF7IKv6sYxg</p> <p>How does it sound for people with hearing loss https://youtu.be/hQbuqcRVNg4</p> <p>Lost in the Midst. ASHA Leader, July 2017, Vol. 22, 48-55 Children who are Hard of Hearing. ASHA Leader, June 2017, Vol. 22, 16-17</p> <p>Quiz 4 – Due: 11/7 by 11:59pm – Lectures 6, 7, 8 and chats</p>
<p>Week 12 11/8-11/14</p>	<p>Written language disorders</p>	<p>PowerPoints and Readings</p> <p>Dyslexia and the Brain https://youtu.be/QrF6m1mRsCQ</p> <p>Dyslexia: A Hidden Disability https://youtu.be/8m1fCz3ohMw</p> <p>What is Dyslexia? https://youtu.be/zafiGBrFkRM</p> <p>Evidence-Based Practice Presentation Due 11/14 by 11:59pm</p>
<p>Week 13 11/15-11/21</p>	<p>Language and Linguistically-</p>	<p>Lecture 9</p>

	and culturally diverse children	Bilingualism and Speech-Language Pathology https://youtu.be/KxnN6lg4bqc Bilingual Language Development https://youtu.be/SNRqJo9niFY
Week 14 11/22-11/23 Thanksgiving	Acquired language disorders in children (TBI and aphasia)	Lecture 10 Supporting “Return to Learn” after TBI. ASHA Leader, June 2018, 36-37. Keep Moving Forward: Children with Brain Injury: https://youtu.be/wUZWRhH4aal Teens and Loss: Josh, TBI: https://youtu.be/b-mpaQ6b7XU
Week 15 11/29-12/5	Aphasia and Dementia	PowerPoints and Videos Aphasia videos: https://youtu.be/w95EF3fW2IA - Anomic aphasia https://youtu.be/IP8hkopObvs - Broca’s aphasia https://youtu.be/3oef68YabD0 - Wernicke’s aphasia Experience 12 Minutes in Alzheimer’s Dementia https://youtu.be/LL_Gq7Shc-Y Helping Them Hold On. ASHA Leader. Oct 2016, Vol. 21, 44-51 Quiz 5 – Due: 12/5 by 11:59pm – written language disorders, Lectures 9, 10 and chats Bilingual Paper - Due: 12/8 by 11:59pm
Week 16 12/6-12/8	Final Exam	Final - Due: 12/16 by 11:59pm – Lectures 7-10, written language disorders, aphasia and dementia

Scheduling a One-on-One Appointment

In addition to emailing me, you can schedule a one-on-one appointment with me for questions that you do not feel comfortable posting or for any other questions/concerns you may have. This is not to be used as a way to make up a missed class. To set up an appointment, please email me.

Course Materials and Technology

Required:

Membership with Master Clinician Network (www.masterclinician.org). This membership costs \$45/yr. Please list me as your supervisor so that I can sign off on your observations. The hours you earn through these observations can be used towards the 25 observation hours that ASHA requires in graduate school.

Optional Book:

Reed, V. (2018). An Introduction to Children with Language Disorders

Links to help you access scholarly articles for free.

- Google Scholar
- Using the UF library system:
<http://guides.uflib.ufl.edu/speech-language>

The librarian for our major is Nancy Schaefer...nancys@ufl.edu or 352-273-8417

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

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

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. Quizzes: Five quizzes will be given, each worth 15 points. The format of the quizzes will include multiple choice, true-false and fill-in-the-blank questions and will cover assigned readings, lecture material (PowerPoints and lectures) and chat discussions. Quiz dates are listed in the course calendar. Quizzes will become available immediately after Chats and close on midnight on the following Sunday (see dates below and in calendar). Total possible 75 points.
2. Tests: Two tests (midterm and final) will be given, each worth 100 points. The format of the tests will be mixed (multiple-choice, true/false, fill-in-the-blank and short answer) and will cover assigned readings, lecture material (PowerPoints and lectures), and chat discussions. The midterm will include all covered material up to that point. The final will include all material covered after the midterm. Test dates are listed in the course calendar. The midterm and final will be available as stated in the semester agenda and are taken on-line the same way the quizzes are taken.
3. Language Sample Analysis: A 50-utterance language sample will be provided to you. You are to complete analyses for: mean length of utterance and Brown's Stages of Language Development; order of acquisition of Brown's 14 grammatical morphemes; number of different words; pragmatics; and speech intelligibility. You will be given an example template to follow when writing up your analysis. You will include the following information: Is the child's MLU consistent with his age? What stage is the child's MLU? Is the child using the morphemes that are expected for his/her age? Is the child's semantic diversity (NDW) appropriate for his/her age? Does the child demonstrate age-appropriate pragmatics? Is the child's speech intelligibility appropriate for his/her age? Give examples to support your interpretation. Paper is worth 100 points.
4. Bilingual/non-standard dialect Paper: Interview an adult who considers herself or himself to be bilingual or a speaker of another dialect. Ask the person questions regarding the age at which each language/ dialect was learned, how each language/dialect was learned (i.e., from parents, television, school), strengths and weaknesses in each language/dialect, feelings toward each language/dialect, how and with whom each language/dialect is currently used, and whether the bilingual individual would like to bring up his or her (future) children bilingually/bidialectally/non-standard dialect speaker. Write a two-page paper on your findings. Paper is worth 30 points.
5. Intervention Assignment: Describe two intervention activities that you could do with a 3-year-old child who is only using one-word utterances. One activity should utilize self-talk or parallel talk and the other activity should be used to modify or encourage the desired target (extensions, expansions, recasts). Describe your activity including the target, materials, dialogue between you and child. Refer to your lecture notes and handouts for examples. Assignment is worth 50 points.

6. Evidence-based Practice Presentation: In small groups, you will select an article from a peer-reviewed journal that reviews findings from a study comparing different intervention approaches for a particular language disorder. Prepare a powerpoint of your article. Evaluate the study using evidence-based practice guidelines. Include information on how you would use this information in developing an intervention plan. I will divide you into small groups, however if you know someone that you would like to have in your group, please let me know. You can either present your presentation to me live over Zoom or submit your powerpoint presentation to me with voice overs on your slides. I expect each group member to participate in the presentation. More information about this assignment will be discussed in class. Presentation is worth 75 points.
7. Discussion Board Participation: Students are expected to respond to posted questions and provide a follow-up response of a classmate's comment/question on the Discussion Board during the semester. In order to get credit for your post, you must complete your posts by midnight Sunday of the week it is posted. Discussion questions will be posted Monday morning and responses are due by the following Sunday evening. Many of the discussion questions will refer to assigned videos from Master Clinician. Five points may be earned each week. No partial credit will be given. Postings may include questions, introduce an interesting discussion for the group or make a substantive comment about someone else's point. Questions and comments must be related to course lectures. You are expected to post each week except the week of the midterm for a total of 14 weeks. Total possible 70 points.

Grading

Requirement	Due date	Points or % of final grade	Clinical Standard(s) Being Assessed
Quiz 1	9/05/21	15 points	IV. B
Language Sample Analysis	9/19/21	100 points	IV. B, IV. C, IV. D
Quiz 2	9/19/21	15 points	IV. B, IV. D
Intervention Assignment	10/03/21	50 points	IV. B, IV. C, IV. D
Quiz 3	10/10/21	15 points	IV. B, IV. C, IV. D
Midterm	10/17/21	100 points	IV. B, IV. C, IV. D
Evidence-Based Practice Presentation	11/14/21	75 points	IV. B, IV. C, IV. D
Quiz 4	11/7/21	15 points	IV. B, IV. C, IV. D
Quiz 5	12/5/21	15 points	IV. B, IV. C, IV. D
Paper on Bilingualism/dialects	12/08/21	30 points	IV. B, IV. C, IV. D

Final Exam	12/16/21	100 points	IV. B, IV. C, IV. D
Discussion	12/05/21	70 points	IV. B, IV. C, IV. D

- Quizzes 5 @ 15 points Total: 75 points
- Exams 2 @ 100 points Total: 200 points
- Language Sample 1 @ 100 points Total: 100 points
- Bilingual/dialect 1 @ 30 points Total: 30 points
- Discussion Posts 14 @ 5 points Total: 70 points
- EBP Presentation 1 @ 75 points Total: 75 points
- Therapy Assign 1 @ 50 points Total: 50 points

Total: 600 points

Course grades will be assigned as follows:

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	402-461	378-401	360-377	300-314	Below 360
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that grades lower than a C are not acceptable grades for core classes. In addition, the Bachelor of Health Science does not use C- grades.

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:

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

EXAM POLICY

Policy Related to Make up Exams or Other Work

1. 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:
<http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- You should schedule your own quiz and exam times within a 52-hour window, so there should be little need for make-up quizzes or exams.
 - If you know that you will have a scheduling conflict for an exam or quiz, you have the option of scheduling it sooner. Contact the instructor directly.
- a. Absences: If you must miss a chat, quiz or examination due to illness or emergency, you should contact the professor beforehand. Unexcused absences for quizzes and examinations will be graded as a “0.” Quizzes that are submitted late will be lowered by one letter grade.
 - b. Participation in ongoing class discussions is expected and will be tracked.
2. 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.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to attend each class chat and participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism.

Online Courtesy and Respect. The rules of “Netiquette” should be followed at all times.

- The Golden Rule: Treat others the way you want to be treated online.
- Other rules: <http://www.networketiquette.net/netiquette.htm>

Communication Guidelines

Please contact the instructor directly with any questions or concerns that you have. Use the instructor’s UF email (laurieg@phhp.ufl.edu) not Canvas for all correspondence.

Academic Integrity

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

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

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

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

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers

guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

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. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

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

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policies Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself

facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- 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 always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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 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 views. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity, and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.