

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**SPA 5401: Speech Pathology Language Disorders (3 credit hours)**  
Fall: 2024  
(Section 055H)  
Delivery Format: Campus

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**Instructor:** Laurie Gauger, Ph.D., CCC-SLP

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**Office Hours:** Thursdays 9 – 10:30 or by appointment

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**Preferred Course Communication:** UF email. (**Do not email through Canvas**). Please allow 24 hours for response Monday-Friday. Emails will not be responded to on weekends and holidays.

**Class Meets:** Tuesdays 9:00 – 11:30 in CG-067

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course will cover the etiologies and characteristics of language development and disorders from infancy through adolescence. Assessment and treatment of delays, disorders and special populations will be presented, including information referring to hearing conservation and aural habilitation in infants and young children and information on how hearing impairment impacts the development of speech and language skills in children. Multicultural and cultural competence perspectives will also be covered. Methods for describing language performance and documenting language growth will be reviewed. Profiles of children who are developing language in an atypical manner will be used to highlight key mechanisms involved in language acquisition. Principles of evidence-based practice will also be discussed.

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

<b>Standard #</b>	<b>Standard</b>
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, including the impact of hearing loss on language functioning, 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.
IV. E	Demonstrates knowledge of ethical conduct as they pertain to people with receptive and expressive oral and written language disorders.
IV. F	Demonstrates knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice of language disorders
IV. G	Demonstrates knowledge of contemporary professional issues pertaining to receptive and expressive oral and written language disorders
IV. A	Demonstrates skills in oral and written communication sufficient for entry into professional practice
V. B	Demonstrates skills in the interaction of young children and evaluation of oral language skills in expressive and receptive language.

## Course Objectives and/or Goals

### Knowledge Objectives:

You will:

- Describe children’s language problems, discuss diagnostic issues surrounding developmental language disorders, and discuss current theoretical models of developmental language disorders, including those associated with hearing impairment
- Discuss the phases and purposes of assessment, define the properties, strengths, and weaknesses of standardized assessment, discuss alternatives to standardized testing, describe data used and guidelines for making assessment decisions and discuss approaches to integrating and interpreting assessment data
- Discuss the purposes of intervention, discuss ways of identifying appropriate goals for communication intervention, describe various interventions, describe methods of evaluating treatment outcomes and discuss principles of evidence-based practice
- Describe similarities and differences between the speech, language and communication profiles of children with disorders of known genetic origin and more primary developmental language disorders (including those associated with hearing impairment), explain the role of extreme environmental disadvantage in language and communication impairment and evaluate the overlap between developmental language disorders and literacy disorders

- Describe the distinction between language disorders and language differences, describe the range of assessment procedures for evaluating communication in children with cultural and linguistic differences and describe intervention strategies and issues for clients with cultural and language differences
- Discuss the principles of family-centered practice for infants and newborns, discuss the principles of assessment and intervention for high-risk infants and their families, describe assessment and intervention for infants and their families from 1 month to 18 months and describe assessment and intervention strategies for prelinguistic children with autism spectrum disorder and hearing impairment
- Describe the communication skills of typical toddlers, discuss methods for screening, evaluation and assessment for emerging language, describe strategies for using assessment information in treatment planning at the emerging language stage, list appropriate goals, procedures, and contexts for treatment of children at the emerging language stage and list assessment and treatment issues for toddlers with autism spectrum disorder and hearing impairment
- Discuss issues and methods for screening for communication disorders in preschool children, discuss uses of standardized tests for communication assessment during the preschool period, describe a range of criterion-referenced and observational methods for assessing speech and language development, and analyze samples of communication including conversation and narration
- Discuss intervention policy issues at the developing language level, describe intervention goals appropriate for developing language, list a range of intervention procedures with an evidence base in the developing language period and describe interventions aimed at improving communication and social integration for children with autism spectrum disorder
- Discuss the role played by SLPs in early intervention and response to intervention models, list the characteristics of school-age children with language and learning deficits including those associated with hearing impairment, describe the connections among oral language, learning and literacy, and identify effective strategies for promoting literacy through oral language support and instruction
- Describe typical language development in adolescence, discuss screening, case finding, and eligibility for services for students in secondary schools, describe uses of standardized tests, criterion-referenced methods, and observational assessment at the secondary level, and discuss methods of assessment for students with severe disabilities and autism spectrum disorder
- Describe intervention methods for working with students at the advanced language stage, describe connections among oral language, learning, and literacy at the secondary school level, and discuss appropriate contexts for intervention at the secondary school level

**Skill Objectives:**

You will be able to:

- Determine a child’s level of language development from infancy through adolescence
- Diagnose language delay, disorder or difference
- Develop appropriate interventions with therapy goals and objectives
- Assess the needs of children in special populations, including those with hearing impairment
- Work with families from differing backgrounds and cultures and provide appropriate support
- Conduct screening and prevention procedures (including prevention activities).
- Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
- Adapt evaluation procedures to meet client/patient needs
- Develop appropriate intervention plans with measurable and achievable goals that meet the client’s or patient’s needs. Collaborate with clients/patients and relevant others in the planning process.
- Select or develop and use appropriate materials and instrumentation for prevention and intervention
- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- Collaborate with other professionals in case management

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## **Instructional Methods**

### **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 the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Topic(s)	Readings/Assignments/Videos
1 8/27	<b>Models of DLD, definitions, characteristics, Diagnostics, Treatment</b>	<b>Read:</b> <ul style="list-style-type: none"><li>• Chapter 1 (optional)</li><li>• Article: How We Fail Children with Developmental Language Disorder (McGregor, LSHSS October 2020)</li></ul> <b>Watch:</b> Chapter 1 recorded lecture <b>In Class:</b> <ul style="list-style-type: none"><li>• Introductions and syllabus review</li><li>• Review DLD (discussion ppt)</li><li>• Discuss article above</li><li>• <a href="#">Present debate topics – Debate 12/3</a></li></ul> <b>Extra credit Syllabus Quiz: due 9/1 at 11:59pm</b>
2 9/3	<b>Assessment</b>	<b>Read:</b> Chapter 2 (optional) <b>Watch:</b> no recorded lecture <b>In Class:</b> <ul style="list-style-type: none"><li>• Discuss components of assessment (lecture ppt)</li><li>• Review case history, screeners and reports</li><li>• Pick Special Population to present next class (groups of 3)</li><li>• <a href="#">Assignment 1 Assigned – Due 11/17 at 11:59pm</a></li></ul>

Week	Topic(s)	Readings/Assignments/Videos
3 9/10	<b>Principles of Intervention:</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 3 (optional)</li> <li>• ASHA Leader, July 2017: Connecting with Caregivers</li> </ul> <p><b>Watch:</b> Chapter 3 recorded lecture</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Intervention (discussion ppt)</li> <li>• Discuss ASHA Leader articles</li> <li>• Goal-writing</li> <li>• Session objectives and planning therapy activities</li> <li>• Assign special population to groups of 3 for next week's class (will explain in class)</li> <li>• <a href="#">Assignment 2 Assigned – Due 11/12 in class</a></li> </ul> <p><b>Test 1: Chapters 1 – 3 (Weeks 1-3) opens 9/11 at 8:00am/closes 9/15 at 11:59pm</b></p>
4 9/17	<b>Special populations:</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 4 (optional)</li> </ul> <p><b>Watch:</b> Chapter 4 recorded lecture (optional)</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Special populations (student presentations/discussion ppt)</li> </ul>
5 9/24	<b>Child Language Disorders in a Pluralistic Society:</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 (optional)</li> <li>• ASHA Leader: My Grandma House</li> <li>• ASHA Leader: Don't Get it Twisted</li> <li>• Read Preschool Dual Language Article (in canvas)</li> </ul> <p><b>Listen:</b> Chapter 5 recorded lecture</p> <p><b>Watch:</b> Benefits of a Bilingual Brain <a href="https://youtu.be/MMmOLN5zBLY">https://youtu.be/MMmOLN5zBLY</a></p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Multicultural considerations in SLP (discussion ppt)</li> <li>• Discuss ASHA Leader articles and preschool dual language learners article</li> <li>• Manuals/tables</li> <li>• Language difference or disorder activity</li> <li>• <a href="#">Assign Multicultural project - Due 10/29</a></li> </ul>

Week	Topic(s)	Readings/Assignments/Videos
6 10/1	<b>Prelinguistic Period</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 (optional)</li> <li>• ASHA Leader, October 2018: “Mom, I got this”</li> <li>• ASSHA Leader, October 2018: From Couching to Coaching</li> </ul> <p><b>Watch:</b> Chapter 6 recorded lecture</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Prelinguistic development (discussion ppt)</li> <li>• Discuss ASHA Leader articles</li> <li>• <u>Birth to 3</u> and <u>PLS-5</u></li> <li>• Symbolic Play Assessment</li> <li>• Prelinguistic informal assessments</li> <li>• Review Assignment 1 (due in class)</li> </ul> <p><b>Test 2: Chapters 4 – 6 (Weeks 4-6): opens 10/2 at 8:00am/closes 10/6 at 11:59pm</b></p>
7 10/8	<b>Emerging Language Period:</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 (optional)</li> <li>• Is more better? Millieu communication</li> </ul> <p><b>Watch:</b> Chapter 7 recorded lecture</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Emergent language (discussion ppt)</li> <li>• Discuss assigned article</li> <li>• Review screeners/assessments</li> </ul>
8 10/15	<b>Assessment in Developing Language Period:</b>	<p><b>Read:</b> Chapter 8 (optional)</p> <p><b>Listen:</b> Chapter 8 recorded lecture</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Assessment in developing language period (discussion ppt)</li> <li>• PLS-5/CELF-5/EOWPVT/ROWPVT</li> <li>• Narrative assessment</li> <li>• Pragmatic checklists</li> </ul>

<b>Week</b>	<b>Topic(s)</b>	<b>Readings/Assignments/Videos</b>
9 10/22	<b>Intervention in Developing Language Period:</b>	<p><b>Read:</b> Chapter 9 (optional)</p> <p><b>Watch:</b> Chapter 9 recorded lecture</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Intervention in developing language (discussion ppt)</li> <li>• IEPs</li> <li>• Goals and intervention activities</li> </ul> <p><b>Test 3: Chapters 7 – 9 (Weeks 7-9) opens 10/23 at 8:00am/closes 10/27 at 11:59pm</b></p>
10 10/29	<b>Multicultural Presentations</b>	<p>Meet at 9am</p> <p>Group Presentations</p>
11 11/5	<b>Assessment and Intervention Language for Learning Period:</b>	<p><b>Read:</b> Chapters 11 and 12 (optional)</p> <p><b>Watch:</b> Chapters 11 and 12 recorded lectures</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Assessment in language for learning (discussion ppt)</li> <li>• OWLS-II: LC/OE, RC/WE/CELF-5</li> <li>• Goals and intervention activities</li> </ul>
12 11/12	<b>Assessment and intervention in Advanced Language Period:</b>	<p><b>Read:</b> Chapters 13 and 14 (optional)</p> <p><b>Watch:</b> Chapters 13 and 14 recorded lectures</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Assessment and intervention advanced language (discussion ppt)</li> <li>• Test protocols</li> <li>• Goals and intervention activities</li> <li>• Review Assignment 2 (due in class)</li> </ul>
13 11/19	<b>Reading and Writing</b>	<p><b>Read:</b> Hearsay Article - A Description of Dyslexia and Profiles of Children with Reading Disabilities (Gauger &amp; Lombardino, 2016)</p> <p><b>Watch:</b> What is Dyslexia: <a href="https://www.ted.com/talks/kelli_sandman_hurley_what_is_dyslexia?language=en">https://www.ted.com/talks/kelli_sandman_hurley_what_is_dyslexia?language=en</a></p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Reading development and disorders (discussion ppt)</li> <li>• TOWRE-2, GORT-5, CTOPP-2, WJ-ACH-IV, TWS-5</li> </ul>
14 11/26		Happy Thanksgiving

Week	Topic(s)	Readings/Assignments/Videos
15 12/3	Debates	Breakfast  <b>Test 4: Chapters 11-14 (Weeks 11-12) opens 12/4 at 8:00am/closes 12/8 at 11:59pm (no reading material on test)</b>

### Course Materials and Technology

Recommended Book:

Paul, R., Norbury, C., & Gosse, C. (2018). *Language Disorders from Infancy through Adolescence*, 5<sup>th</sup> Edition. St. Louis, MS., Elsevier.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- 352-392-HELP – select option 2
- <https://lss.at.ufl.edu/help.shtml>

### 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.](#)

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

1. Tests: Four assessments will be given. The format of these tests will be mixed (multiple choice, true/false, fill-in-the-blank, and short answer questions) and will cover both

assigned readings and lecture material. Test dates are listed in the course calendar. All tests will be taken online and open for 5 days.

2. Assignments:
  - a. Assignment 1 – In pairs, administer the Assessment of Literacy and Language to 2 pre-kindergarten or kindergarten children at Baby Gator. More information about this assignment will be provided in class.
  - b. Assignment 2 – Analyze test data and write LTG, STG, session objective, and activity.
  
3. Multicultural Assignment - Pick one to present to class:
  - i. Design a power point presentation that you would present to teachers in an inner-city school with many culturally-linguistically diverse students. Include the following in your presentation: the pervasive importance on language skills in the curriculum and the necessity of being sensitive and accepting of culturally different styles of communication.
  - ii. Write a handout to be sent home to parents of culturally-linguistically diverse children describing a set of “homework” activities that they should do with their children to introduce some lower-context communication interactions into the home setting.
  
4. Debate: The class will be divided into five groups. Each group will be assigned a topic to debate. Debate topics will be given out during the first week of classes.
  
5. Professionalism/Class Participation: You are expected to come to lectures prepared to participate in class discussions. Active participation enhances learning for all students. You are encouraged to ask questions and have thoughtful and meaningful interactions with me and your classmates. See Rubric at end of syllabus.

**Grading**

Assignments are due on dates listed below and should be submitted through Canvas. Tests will be completed online through Canvas and will be open for 24 hours. You will have 60 minutes to complete each test.

Requirement	Due date	Points towards final grade	Clinical Standard(s) Being Assessed
Test 1: Modules 1-3	9/15/2024	75	IV. B, IV C, IV. D, IV. E, IV. G
Test 2: Modules 4-6	10/6/2024	75	IV. B, IV.C, IV. D, IV. E, IV. G
Test 3: Modules 7-9	10/27/2024	75	IV. B, IV.C, IV. D, IV. E, IV. G

Test 4: Modules 11-13	12/8/2024	75	IV. B, IV.C, IV. D, IV. E, IV. G
Multicultural Assignment	10/29/2024	100	IV. B, IV. C, IV. D, V. A, V. B
Debates	12/3/2024	70	IV. B, IV. C, IV. D, V. A, V. B
Assignments	11/12, 11/17	120 (40 + 80 pts)	IV. B, IV. C, IV. D, V. A, V. B
Professionalism/participation	ongoing	10	

- **Tests** **4@75 pts** **Total: 300 pts**
- **Assignment: Multicultural Presentation** **1@100 pts** **Total: 100 pts**
- **Assignment: Debate** **1@70 pts** **Total: 70 pts**
- **Class Assignments** **2@60 pts** **Total: 120 pts**
- **Professionalism** **1@10 pts** **Total: 10 pts**

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**Total: 600 pts**

**Course grades will be assigned as follows:**

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	420-461	396-419	372-395	378-371	360-377	Below 360
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. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

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 at: <http://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>.
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 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**

#### **Communication Guidelines**

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

#### **Course Attendance**

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

#### **Laptops/Tablets/Phones:**

Laptops may be used in class for taking notes, viewing slides, or accessing websites related to ongoing class activities. Students are not allowed to use laptops in class for any other reason. Please refrain from using phones in class unless absolutely necessary.

#### **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.

### **Recording Within the Course**

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

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

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

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further

extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

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

## **SUPPORT SERVICES**

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

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter

We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>  
x
- **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.](#)

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](http://www.multicultural.ufl.edu).

**Professionalism Rubric**

<p><b>Level 1 Professionalism</b> <b>0 – 3 Points</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates minimal advance preparation for class</li> <li>• Observes passively and says little or nothing during class</li> <li>• Responds to questions only when called upon</li> <li>• Attendance record is haphazard and inconsistent; may be absent or late without notice to the instructor</li> </ul>
<p><b>Level 2 Professionalism</b> <b>4-7 points</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates moderate advance preparation for class</li> <li>• Regularly participates in group and class discussions and allows for the contributions of others in the class</li> <li>• Occasionally introduces new information or makes connections to related content</li> <li>• Strong attendance record</li> <li>• If likely to be absent or late, informs the instructor and others ahead of time and arranges to cover own responsibilities</li> <li>• Meets most deadlines for submission and course requirements</li> <li>• Engages in all course activities</li> </ul>
<p><b>Level 3 Professionalism</b> <b>8-10 points</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates an excellent advance preparation for class</li> <li>• Actively participates in group and class discussions, asking questions and occasionally introducing relevant new information about the topic</li> <li>• Listens actively and shows understanding by paraphrasing or by acknowledging and building on others’ ideas</li> <li>• Volunteers willingly and carries own share of the groups’ responsibilities</li> <li>• Attendance is exemplary, demonstrating a strong desire to develop skills and expand knowledge</li> <li>• Meets all deadlines for submissions and course requirement</li> <li>• Fully engages in all course activities and makes connections to supplemental or outside content</li> </ul>

