

**Course Syllabus**  
**SPA6581 Dysphagia Management**  
**4 Credits**  
**Spring 2021**

Department of Speech, Language and Hearing Sciences  
College of Public Health and Health Professions  
University of Florida



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**Instructor Information:**

**Emily K. Plowman, PhD, CCC-SLP**

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**Course Information:**

***Dysphagia Class (3 Credits)***

Time: Tuesday 4:05pm – 7:05pm

Location: HPNP G307

TA Office Hours: 3:50 – 4:50pm Tuesdays or by appointment

***Dysphagia Laboratory (1 Credit)***

Time: Thursday 12:50pm - 1:40pm

Location: HPNP G101

**Prerequisites:** No formal pre-requisites, however fundamental speech and swallow related anatomy and physiology knowledge is expected. If you feel your knowledge in this area is lacking, there are reading resources provided on Canvas that you are expected to read over the break prior to class commencement.

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**Course Purpose and Outcomes**

**Course Overview:** This course represents the initial formal education of swallowing and swallowing disorders. Course materials (lectures, readings, podcasts, labs, and assignments) will cover normal and abnormal anatomy and physiology related to swallowing function across the lifespan and in various patient populations. The course will cover both clinical and instrumental assessment techniques to evaluate swallowing function using validated screens and assessment tools. Students will complete a certification in the Modified Barium Swallowing Impairment Profile (MBSImp) program to develop a repertoire of skills in the interpretation of swallowing function as well as a practical and sought-after skillset that you will have upon graduation intended to assist you with your future employment. Common patient populations will be highlighted (neurologic, head and neck cancer, end of life, tracheostomy and ventilated patients, esophageal, pediatrics). Management and treatment techniques for individuals with swallowing disorders will be covered and labs conducted to allow students to experience hands on application of concepts covered. Of note is the fact that this introductory level course in dysphagia is intended to provide students with the foundations of dysphagia that you will build upon clinical externship, fellowships and professional careers. This course is a graduate level course and active participation by all students is expected.

**Relation to Program Outcomes:** Curriculum for this course has been developed in accordance with the 2020 Graduate Curriculum on Swallowing and Swallowing Disorders guidelines established by the American

Speech-Language-Hearing Association (ASHA) Special Interest Division 13 (Swallowing and Swallowing Disorders). Learning outcomes correspond to the ASHA documentation and requirements for knowledge and skills of Speech Language Pathologists (SLP's) providing services to individuals with swallowing and/or feeding disorders. This course is therefore designed to cover core curriculum by addressing American Speech Hearing Association practice standards for accredited institutions. This includes adequate preparation of students in defining and identifying normal muscular anatomy & neuroanatomy, describing physiology as it relates to swallowing, differentiating and comparing swallowing diagnostic clinical procedures and enhancing readiness to develop clinical treatment plans. Content is designed to provide foundational skills prior to initiating externship rotations where student SLP's will work with patients with swallowing and feeding disorders. The content of this course and stated objectives are designed to meet the 2020 ASHA certificate of clinical competence in speech-language pathology below:

<b>Standard IV-B:</b>	Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases and demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.
<b>Standard IV-C:</b>	Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. For Swallowing/feeding, this includes: (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span.
<b>Standard IV-D:</b>	For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
<b>Standard IV-E:</b>	Demonstrated knowledge of standards of ethical conduct.
<b>Standard IV-F:</b>	Demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

**Course Objectives:**

1. Identify the anatomy and describe physiology involved in normal swallowing for children and adults. (Standard IV-B)
2. Describe primary physiological systems associated with swallowing, such as respiratory, gastrointestinal, musculoskeletal, and sensory systems. (Standard IV-B)
3. Use knowledge of normal swallowing processes to determine presence or absence of dysphagia. (Standard IV-B, C)
4. Identify the symptoms, primary etiologies, and pathophysiology of dysphagia in common patient populations. (Standard IV-C)
5. Identify and describe validated procedures and test for performing a clinical swallowing evaluation / bulbar mechanism examination. Be able to distinguish procedures that produce subjective vs. objective outcomes during testing and know the difference and importance between validated scales/tests vs. non-validated. (Standard IV-C, D, F)
6. Identify and describe validated procedures and tests for performing an instrumental swallowing evaluation. (Standard IV-C, D, F)
7. Be able to identify critical landmarks presented on videofluoroscopy and FEES and make diagnostic interpretations of visualized real patient information. (Standard IV-B, D)

8. Develop a patient treatment plan and management for a patient with dysphagia, considering motivation level, quality of life, cultural, ethical, and moral issues. (Standard IV-D, E, F)
9. Demonstrate knowledge of the nutritional needs of patients with swallowing impairments, be able to provide evidence-based management strategies for individuals at high risk of malnutrition and demonstrate effective counselling skills to education patients and caregivers. (Standard III-B, C, D)
10. Describe ethical issues related to dysphagia assessment approaches, management planning and end of life care. (Standard IV-E)

**Required Materials:**

- You will be required to enroll in the online MBSImP Training for Swallow Physiology & Impairment – Graduate Student Edition by the first week of class. Please see instructions on canvas.
- We will upload weekly reading materials each week on the e-learning canvas site to save on textbook related expenses.
- You are required to have access to canvas via laptop or tablet for all class quizzes and exams.

**Course Content and Timeline:**

<b>Wk</b>	<b>Date</b>	<b>Class: (Plowman o/w noted)</b>	<b>Lab: (York o/w noted)</b>	<b>Quiz</b>
1	1.12.20	Anatomic & Neurologic Framework of Swallowing	Overview of MBSImP Anatomy Review	1
2	1.19.20	Normal Swallow Physiology (York)	Physiology Review	2
3	1.26.20	Clinical Evaluation of the Swallowing Mechanism: Part 1	<i>*MBSImP Learning Zone Complete</i> MBSImP – Tips and Tricks (Croft)	3
4	2.2.20	Clinical Evaluation of the Swallowing Mechanism: Part 2	CSE demonstration	4
5	2.9.20	Instrumental Swallowing Evaluation	MBSImP Lab	5
6	2.16.20	<b>Midterm Exam</b>	MBSImP Lab	
7	2.23.20	Pediatric Feeding and Swallowing (Odom)	MBSImP Lab	6
8	3.2.20	Neurogenic Dysphagia	<i>* MBSImP Training Zone Complete</i> Pen' Aspiration Tutorial	7
9	3.9.20	Head and Neck Cancer (Sullivan)	HNC Cases (Sullivan)	8
10	3.16.20	Acute Care: Trach, Vent & the ICU (York) <i>*Group Assignment Due</i>	ICU Cases	9
11	3.23.20	Esophageal Disorders (Watts)	Esophageal Cases (Watts)	10
12	3.30.20	Treatment 1: Compensations, Strategies and Bolus Modifications	Thickeners, IDSSI, ISE demonstration w Rx 1 approaches	11
13	4.6.20	Treatment 2: Incorporating Principles of Plasticity & Rehab' Interventions	<i>*Reliability Zone Complete</i> Treatment 2 Hands on Lab (IOPI, EMST, IMST)	12
14	4.13.20	End of Life, Cultural, Ethical & Professional Considerations.	Exam Review	13

15	4.20.20	<b>Final Exam</b>	<i>*Submit MBSImp Final Score by 4.20.20</i>	
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^ Check point quiz to be taken on Canvas by noon Tuesday of the following week prior to the next class.

**Course Materials and Technology:** All course materials will be provided within the e learning canvas shell. You will be required to bring a computer or tablet to class and be able to access canvas in order to retrieve materials and to take online quizzes and exams. Additionally, you will be required to create a student account in the MBSImp online program (please see relevant section of curriculum for details).

***\*Please Refer to E-Learning Weekly Modules & Daily Planner for detailed Weekly Reading Lists\****

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>

### **Class Academic Requirements and Grading**

Course requirements include weekly learning check-point quizzes, a mid-term exam, final exam and clinical resource group assignment. Weightings for your final grade and due dates of each requirement are detailed below.

<b>CLASS REQUIREMENTS: (3 Credits)</b>		
<b>Requirement:</b>	<b>Date:</b>	<b>Weighting:</b>
Learning Check-Point Quizzes	13 weekly quizzes (2 per quiz)	26 points
Mid-Term Exam	February 16, 2021	30 points
Group Assignment	March 16, 2021	4 points
Final Exam	April 20, 2021	30 Points
		<b>100 Points</b>
<b>LAB REQUIREMENTS: (1 Credit)</b>		
<b>Requirement:</b>	<b>Date:</b>	<b>Weighting:</b>
<b>MBSImp Certification</b>	Zone 1: Jan' 28, 2021 Zone 2: March 4, 2021 Zone 3: April 6, 2021 Final Submission: April 20, 2021	<b>100 Points</b>

Note: We have a two-week built in period to allow anyone not scoring well on their first attempt to complete the MBSImp reliability zone (zone 3) so that you have the ability to retake this. See below for more details but 1 full point will be deducted for every week any zone is delinquent.

**Learning Check Point Quizzes:** Quiz material will be based on the previous week lecture material (i.e. the presentation). You will complete each learning checkpoint in a fifteen-minute time period, closed book and

without any resources. Quizzes will be taken on canvas so you will be required to have a laptop, computer or tablet available. Quizzes will generally include ~10 questions in the form of multiple choice, labeling, matching, fill in the blank, definitions, true/false, or providing ratings of a video file or photograph. Quizzes are “low stakes” given that each is worth 2 points to your final grade and intended to prompt you to study and keep you accountable for learning material each week. Additionally, the quizzes will groom you for the mid-term and final examinations that will follow a very similar format. The learning check points will also enable you to assess your understanding of material and highlight any weaknesses or the need for further study in specific areas prior to your exams. Generally speaking, performance in a quiz will reflect your performance in the exam for each topic area. If you fail any of the learning check point quizzes, this indicates that you will likely also fail the exam material in this content area. It will be your responsibility to study this area and to reach out to the TA or Dr. Plowman for assistance if you feel you continue to have difficulties with learning despite trying as best as you can. Learning check point quizzes will be worth a total of 26 points of your final grade (2 points per quiz).

All quizzes and exams will be via E-Learning and will be available to complete following class on Wednesday morning until noon BEFORE the next class the following Tuesday. Therefore, you will have six days to complete the quiz. Students are responsible to complete each quiz by the stated deadline (noon Tuesdays each week) without exception. Failure to complete the quiz by this time will result in a *score of 0*. There will be *no exceptions*. We highly recommend taking the quiz by Sunday evening to allow for any technical issues so that you have time to rectify this (i.e., get a computer repaired or find one for Monday if needed) and not leaving it until the last minute. Please be aware that any ***last-minute issues experienced on a Tuesday will not be an allowable excuse*** and please do not contact Justine or Dr. Plowman if you have chosen to take the quiz at this time and experience such issues and we do not have the bandwidth to entertain or rectify such last-minute emergencies so deciding to take it at the last minute will be your choice and one to live by if you do experience any issues!

Quiz and exam items will be based on your lecture materials and the associated learning objectives. Therefore, these objectives are designed to be your Study Guide. If you are able to answer each objective and recall this during your exam or quiz - you should get an A! If you are having difficulties with an objective - you will most likely not do well and should keep working hard on this particular area.

**Exams:** Exams will be completed in class on canvas in a closed book fashion without any resources. Questions will consist of multiple choice, true/false, matching, labeling diagrams, fill in the blank, etc. Material will be similar in format to your weekly learning check point quizzes. Each exam will be worth a total of 30 points towards your final grade and given during the regular class time on the specified dates. The TA Justine Dallal York will proctor both exams. All quizzes and exams will be via E-Learning and students are expected to bring their own technology to class and plan accordingly for no technical errors in order to ensure this. Similar to quizzes, materials will be based from lectures and module lecture objectives.

**Group Assignment:** In groups of up to three students you will prepare an educational guide that will be showcased in the SLHS department on a pin up board. Dr. Plowman will bring into class previous examples as guides. Creativity is encouraged. Available topics include:

- Normal swallowing physiology
- Stages of swallowing
- General overview of dysphagia
- Role of the SLP in dysphagia
- IDDSI

- Clinical Evaluation of Swallowing
- Videofluoroscopic Evaluation of Swallowing
- Fiberoptic Evaluation of Swallowing
- The oral cavity: Anatomy and Neurologic innervation, Role in Swallowing
- The Larynx: Anatomy and Neurologic innervation, Role in Swallowing
- The Pharynx: Anatomy and Neurologic innervation, Role in Swallowing
- The UES: Anatomy and Neurologic innervation, Role in Swallowing
- Passy Muir Valve
- Endotracheal tubes
- A specific patient population may also be chosen, with approval of Dr. Plowman.

Grading for your clinical resource score out of ten will be broken down as follows:

**Content: 3 Points**

Content within your resources will hold the highest score. Be sure to have current, up to date information that is evidence-based. Incorrect information / facts, outdated information, or content lacking a full and thorough literature review will be penalized. Be sure that you have included all information and not just some! Make sure content is pertinent and useful to the chosen topic and intent of the clinical resource. This includes for the person it would be delivered to. Be sure to use correct language for resources that would go to non-medical people. Be sure to use illustrations, tables, figures. Make sure you cite any sources of information and do not plagiarize any material from existing resources. Any resources found to be plagiarized will receive a zero score.

**Presentation Style and Creativity: 1 Point**

Higher points will be given to those who take the effort and time to produce a product that is of a high professional quality that could be used in clinic. Also includes detailed and thoughtful use of colors and general presentation of material contained in the product. Unique presentation forms are highly encouraged and will be rewarded with the highest points under this criteria. Think outside the box!

Resources will be handed in at the beginning of class on March 10. No extensions will be given and one full point will be deducted for each day an assignment is delivered late.

**LABORATORY REQUIREMENTS:**

A one hour lab will be held each Thursday and will be an additional time to meet to either review lecture materials, go over practical case examples that may relate to lecture materials, engage in 'hands on' experiences, watch a live demonstration of assessment or treatment techniques discussed in class, or review the MBSImP program. Ms. Justine Dallal York, M.S., CCC-SLP will lead these sessions and she will be assisted by a second year Master's student (Kayla Croft). The lab is worth one credit and will have a single practical requirement.

**Modified Barium Swallowing Impairment Profile (MBSImp) Certification:** You will complete an online website-based training program and certification that will enable you to become proficient at assessing swallowing of videofluoroscopic swallowing evaluations. This will be self-paced and you will need to complete the training and certification by April 20<sup>th</sup>, 2021. This will be done at home and is self-paced, however to ensure you stay on track, we have three deadlines to have completed each of the three training zones. Failure to meet each deadline will result in one full point being removed from your final lab grade for each week it is delinquent.

Training is divided into Zones:

**LEARNING ZONE:** Participants are taught 17 physiologic components of the swallowing mechanism and their associated impairment scores which together comprise the MBSImP assessment. Component scores are taught via narrated PowerPoint presentations and also visually demonstrated via fluoroscopy segments paired with state-of-the-art swallow animations. This zone will take approximately two-hours to complete / view and is due for completion by the third lab – **1/28/21**.

**TRAINING ZONE:** Participants practice scoring each MBSImP component, initially on single, isolated swallows taken from swallow studies, and then practice scoring each component on full MBS studies. Immediate feedback is provided and this zone may be repeated as needed to refine scoring accuracy. We will devote 4 labs during this zone so that you have the ability to ask questions to Justine and Kayla and for them to go further into any needed depth on particular components. Completion of this zone is due by the 8th lab (**3/8/21**) so you will have five-weeks to work on this – do not leave it to the last minute!.

**RELIABILITY ZONE:** This is the testing zone. Participants are tested on their newly acquired skill in using the MBSImP scoring metric to successfully capture and profile swallowing impairment in adults. Ten high-resolution swallow studies are presented for scoring. Accuracy of 80% or higher must be achieved on each of the 17 components. Completion of this zone is due on **4/8/21**. If you are happy with your initial score, you will be done with the lab requirement! If however you are not happy with your score, you will have two-additional weeks available to try and retake and improve your score.

We strongly recommend the slow and steady approach. Meaning, students are best served to work on the training continuously through the semester and not take long breaks of no training. You will be penalized 1 full point deduction from your final grade (i.e. 1%) for each week that a zone is not completed. This is for your benefit so that you do not leave it to the last minute and given the suggested time it will take for each zone, gives you ample time. Additionally, this timeline allows you to have 2 additional weeks if you wish to improve your initial score in the reliability zone. Last year about 6 students requested to do this so you will want to have this option with time left in the semester.

You will access the MBSImP Portal at: <https://www.northernspeech.com/dysphagia-assessment-adult/the-modified-barium-swallow-impairment-profile-mbsimp-standardized-training-and-reliability-testing/>

Please see the MBSImP instructions for sign up and creating an account in canvas.

**Lab Grading:** The MBSImP will account for 100% of your final lab grade and will be **based on your final reliability score using the following rubric:**

- Reliability score of >92% - Lab Grade = A+
- Reliability score of >90% - Lab Grade = A
- Reliability score of >87% - Lab Grade = A-
- Reliability score of >84-87% - Lab Grade = B+
- Reliability score of >80-84% - Lab Grade = B
- Reliability score of >78-80% - Lab Grade = B-
- Reliability score of >75-78% - Lab Grade = C+
- Reliability score of >73-75% - Lab Grade = C
- Reliability score of >70-73% - Lab Grade = C-
- Reliability score of <69% - Lab Grade = D

If you wish to improve your reliability score, you may retake the final testing as many times as you wish (we will use whatever score you submit). We highly recommend planning out your self-paced training program

so that you are not leaving it to the last minute. In previous years it has taken at least 2 weeks to retake the reliability test so please plan accordingly. You may hand in your certification anytime throughout the semester to the TA Justine.

**Class Grading:** Final CLASS grades will be based on your composite score out of 100 and following the UF grading system. The specific grading rubric is as follows. Please note, no rounding will occur. More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Points Earned	Letter Grade	Grade Points
93-100	A	4.0
90-92.99	A-	3.67
87-89.99	B+	3.33
83-86.99	B	3.0
80-82.99	B-	2.67
77-79.99	C+	2.33
73-76.99	C	2.0
70-72.99	C-	1.67
67-69.99	D+	1.33
63-66.99	D	1.0
60-62.99	D-	0.67
Below 60	E	0.00



**Policy Related to Make up Exams or Other Work:** If you miss any exams, quizzes or requirement deadlines you will forfeit these points unless you have a validated medical issue. 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 by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence will document the time and date of the problem. You MUST e-mail the TA immediately of the technical difficulty at the time of the incident if you wish to request a make-up. If the assignment or MBSImp due dates are missed, 1 point will be deducted for each day missed, up until one week at which time 7 points would be deducted. After this time period assignments will no longer be accepted and you will get a zero for that requirement.

**Policy Related to Required Class Attendance:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## Student Expectations, Roles, and Opportunities for Input

**Expectations Regarding Course Behavior:** 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 facilitate overall mastery of the course objectives.

**Communication Guidelines:** An open-line of communication is encouraged via e-mail and office hours. Please set up appointments for any extensive issues.

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

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

**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:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> . 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.

- 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 of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).