

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: SPA 5304 – Principles of Audiologic Evaluation
Semester: Fall 2021
Delivery Format: On-Campus (live video conferencing as needed)
Course E-Learning: Canvas

Instructor Name: Sterling W. Sheffield, Au.D., Ph.D., CCC-A
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Email Address: s.sheffield@ufl.edu
Office Hours: Before class in the Dauer classroom (12-12:50pm)
Preferred Course Communications: canvas or email

Classroom: 42 Dauer Hall (basement)
Class Meeting Time: Mondays, 12:50 to 3:50 PM

PURPOSE AND OUTCOME

Course Overview

This course is designed to provide knowledge of the diagnostic tests (pure tone and speech audiometry, masking) used by audiologists and the practical skills to conduct the tests and interpret the results.

Course Objectives and/or Goals

Students will:

1. Calibration and use of sound booths, audiometers and transducers, and sound level meters
2. Standard safety precautions and cleaning/disinfection of equipment
3. Conduct age appropriate hearing screenings across the life span and make appropriate recommendations based on results.
4. Transcribe and interpret audiograms.
5. Selecting, performing, and interpreting appropriate behavioral pure-tone audiometry
6. Selecting, performing, and interpreting appropriate behavioral speech audiometry
7. Selecting, performing, and interpreting a complete immittance test battery
8. Selecting, performing, and interpreting tests for nonorganic hearing loss
9. Complete a case history interview, subjective questionnaires, and identify significant symptoms.
10. Planning hearing evaluation appointments based on referrals, case history, and questionnaires.
11. Interpreting all hearing evaluations results for differential diagnosis to make recommendations and for counseling
12. Provide an introduction and explain the rationale for completing the following tests as well as describe the meaning of test results:
 - a. Auditory brainstem response testing
 - b. Otoacoustic emissions
 - c. Central Auditory Processing Disorder testing

Topical Outline/Course Schedule. Schedule is subject to change based on class needs and changes will be posted in the syllabus section on Canvas. Additional reading assignments may be posted throughout the semester to Canvas in the Page for that day. Bolded readings are required, and the quizzes and class discussion will be based on them. The other readings are supplemental for more information and reinforcement.

Week	Date(s)	Topic (Lecture & Discussion)	Lab	Readings	Assignment Due
1	8/23	Course overview, calibration and instrumentation, standard safety precautions	Technician Bootcamp, calibration	Syllabus, Audiology Scope of Practice.pdf, AudiometerCalibration.pdf	
2	8/30	Case history, otoscopy, & pure-tone audiometry, and hearing screenings	Otoscopy, Questionnaires, hearing screening	Case Hx forms, BSA Recommended-Procedure-Ear-Examination-Sept-2016.pdf, AAA ChildhoodScreeningGuidelines.pdf OR Kramer Ch 13, Kramer Ch. 10 (212)	
	9/6	No class, Labor Day			
3	9/13	Audiogram transcription and interpretation, pure tone audiometry, & Masking Intro	AC & BC, unmasked	ASHA Guidelines for Manual Pure-Tone Threshold Audiometry.pdf, Understanding the audiogram.pdf, Ascending Threshold Technique, BSA Recommended-Procedure-Pure-Tone-Audiometry-Jan-2017, Kramer Chs. 6-7	Otoscopy and Case Hx/Questionnaire Lab
4	9/20	Speech Audiometry & Masking Intro	SRT & WRS	BSA-Practice-Guidance-Speech-in-Noise-FINAL.pdf, An Abbreviated Word Recognition Protocol Based on Item Difficulty, Kramer Ch. 8	
5	9/27	Masking for Pure Tones & Speech	Initial Masking	Masking video, BSA Recommended-Procedure-Pure-Tone-Audiometry-Jan-2017.pdf masking section or Kramer Ch. 9	Unmasked audiometry/screening lab
6	10/4	Masking for Pure Tones & Speech, Audiogram transcription and interpretation	Masking/Speech	Catch up/TBD, more masking resources	
7	10/11	Tympanometry & eustachian tube dysfunction	Tymps & Acoustic Reflexes	Kramer Ch 10 (213-231) or BSA Tympanometry Guidelines.pdf	Full audiometry lab
8	10/18	Review/practice	Practice labs	Questionnaires	
9	10/25	Acoustic Reflexes	AR & decay, In class midterm portion	Kramer Ch. 10 (231-241), ART Patterns.pdf	Midterm exam due (Weeks 1-7)
10	11/1	Diagnostic Audiology and planning	Masking, Review	ClinicalPracticeAlgorithms.pdf	Immittance lab
11	11/8	Central Auditory Function & Nonorganic hearing loss, Ototoxic monitoring	Stenger, CAPD, masking	Kramer Ch. 12 (291-295), AAA CAPD Guidelines.pdf, AAA OtoMonGuidelines.pdf, Central Auditory Processing Disorder.pdf, Schlauch Non-organic.pdf	1st Lab hearing evaluation this week
12	11/15	Case Studies	Masking, Review	Carhart and Jerger, ascending vs. descending	

Week	Date(s)	Topic (Lecture & Discussion)	Lab	Readings	Assignment Due
13	11/22	Case studies	Full evaluations	Hall et al Crosscheck principle	Stenger & Ototoxicity Lab
14	11/29	Case presentations	Full evaluations	None	
15	12/6	Otoacoustic emissions & Evoked Potentials Review	OAEs	TBD	Case study assignment
16	12/14	Final Exam (Due 12/14) 2 nd Lab hearing evaluation dates			Final Exam (Due 12/14)

ACADEMIC REQUIREMENTS AND GRADING

The grading for this course includes four components worth the following percentages of your final grade: Examinations (30%), Labs (40%), Assignments (20%), and Quizzes (10%). Each component is described below. The labs and assignments will have rubrics posted with them while the examinations will have a rubric provided with your feedback.

Examinations

This course will have two exams. The midterm exam will be completed out of class time and submitted on canvas for grading. References can be used to complete the midterm and the purpose is to help you continue learning and reinforcing the concepts, so expect some work to find and learn answers. The exams must be completed individually even if they are take-home. Any collaboration will be considered a breach of the honor code and will earn the student(s) a grade of 0 for the exam. The midterm exam will cover the topics from weeks 1-7 and be worth 100 points. The final exam is comprehensive in nature and will include case-studies and be worth 200 points and be completed in class with a time limit of two hours. A practice quiz will be available around midterm to give you an idea of the format and types of questions to expect on the final exam. It will contain multiple choice, short answer, fill in the blank, and true-false questions. We can schedule the final as a class to a date that works for everyone.

Labs

The lab assignments are designed to help you practice clinical skills and understand clinical tests and are very "hands-on". You will work in pairs or small groups. The labs can sometimes be started in class and finished outside of class during your own time. You are encouraged to start early and ask questions or bring up issues you have on the labs in class so they can be addressed. You will have access to the classroom and testing equipment at all times to complete the labs when convenient. You can repeat the labs or similar testing as much as needed for practice.

- 1) Otoscopy and Case history/questionnaire lab (due 9/13) (30 points)
 - a. Complete otoscopy on 2 individuals (4 ears). Then draw pictures of your otoscopy findings and interpret those findings. Also, complete an adult and child case history and 2 hearing questionnaires.
- 2) Unmasked Audiometry/Screening Lab (due 9/27) (30 points)
 - a. Complete a screening of each ear, one with an earplug, and complete a screening form with interpretation. Complete a comprehensive audiometric exam (speech, pure tone air and bone) on 2 individuals, without masking. Complete audiogram, interpret and describe findings as much as possible.
- 3) Full Audiometry Lab including masking (due 10/11) (50 points)
 - a. Complete a comprehensive audiometric exam (speech, pure tone air and bone) on 3 individuals, with at least one of these having either asymmetric hearing loss, conductive hearing loss, or an earplug in one ear to simulate a hearing loss. Complete audiograms, interpret and describe findings appropriately.
- 4) Immittance Lab (due 11/1) (30 points)
 - a. Complete tympanometry, wideband reflectance, and acoustic reflexes (ipsi and contra) on 2 individuals. Print results. Interpret those findings.
- 5) Stenger & Ototoxicity Lab (due 11/22) (30 points)
 - a. Complete a Stenger test on at least one individual with asymmetric hearing loss or an earplug in one ear. Complete high-frequency threshold testing on at least one individual according to ototoxicity monitoring protocol guidelines. Interpret the findings for both tests.
- 6) 1st Lab Hearing Evaluation (due week of 11/8) (100 points)
 - a. Complete a full diagnostic test battery on a volunteer patient in less than one hour. Interpret findings in a written report on the audiogram and answer verbal questions.
- 7) 2nd Lab Hearing Evaluation (scheduled week of 12/6 or 12/13) (150 points)

- a. Complete a full diagnostic test battery on a volunteer patient, with possible simulated hearing loss, in less than 45 minutes. Interpret findings in a written report on the audiogram and answer verbal questions.

Assignments

- 1) Clinic Resource Guide (Due at 1st lab hearing evaluation) (50 points)
 - a. Each student is required to create a unique clinical resource guide. The goal of this assignment is to create a personal resource (quick guide) for you to use in clinical settings when completing hearing evaluations. The information included within the guide may vary from person to person, due to personal preferences and needs. The primary use of this resource guide will be to complete your lab hearing evaluations. This will be the only document, other than forms used for the evaluation (audiogram, etc.), that you can use during your lab hearing evaluations. Suggested information for this guide includes: pure tone guidelines, hearing loss severity ranges, tympanometry norms, and key report phrases. Drafts can be turned in for feedback throughout the semester. The final product can be in electronic or paper form.
- 2) Case Study & Presentation (Due 11/30) (150 points)
 - a. Each student will present an individual case study, highlighting the diagnostic information of a patient. Working with the instructor, each student will create an original patient with background information. You will need to decide which tests and in which order you will complete the testing. Working individually, you will then create a comprehensive diagnostic test battery and proposed results. The final project will be in two parts: 1) a formal written clinical report to be turned in via Canvas; 2) a grand-rounds style PowerPoint presentation to be shared with the class. You should be prepared to answer questions from the instructor and your classmates during the time of your presentation.

Quizzes

Most weeks we will have a reading quiz to be completed in Canvas and due before the beginning of class. These quizzes are not meant to be punitive, but to ensure we can all be active participants in the class discussions. The questions will be mostly thought provoking to encourage to come to class with opinions and questions. Each quiz will be worth 10 points for a total of 100 points or 10% of your final grade.

<i>Requirement</i>	<i>Due</i>		<i>Points</i>	<i>% of final grade</i>
Midterm Exam Final (Written)	11/9 12/15	Canvas Canvas	100 200	30% total
6 Labs 1 st Hearing Evaluation Second Hearing Evaluation	Varies TBA TBA	Class/Canvas Class Class	30 or 50 each 100 150	40% total
Clinic Resource Guide Case Study & Presentation	12/14	Class/Canvas Class/Canvas	50 150	20% total
Quizzes	Varies	Canvas	10 pts each	10% total
Totals			1000	100%

Grading Scale

Points earned	95-100	90-94	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60	
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W

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
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Please be aware that a C+ is not an acceptable grade for any SPA course in the AuD program. See the AuD Student Handbook.

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>

Make up Exams or Other Work

Late assignments will not be accepted unless prior approval is granted by the instructor. If there is a documented illness, family emergency or university-sanctioned activity which requires you to miss an exam or assignment deadline please contact the instructor immediately so other arrangements can be made.

Class Attendance

You are expected to attend each class and, once in class, you are expected to participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Attendance will be verified by the instructor at the start of class. Serial tardiness and absences will result in points off your semester grade. Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Course Format and Instructional Style

SPA5304 is a graduate level course providing detailed examination of diagnostic audiologic tests as well as their practical application. To successfully address all of these topics during the semester a combination of online lecture, online class discussion, and in-person labs will comprise the majority of the class sessions. E-learning in Canvas will be used to facilitate discussion, distribute materials, and for assignment submissions during the semester.

You are expected to actively engage in the course throughout the semester. Please 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. Similarly, you are expected to actively participate in the live class, whether virtual or in person. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

Recommended Textbook: Kramer & Brown (Plural Publishing). (2019). Audiology: Science to Practice, 3th Edition.

Optional Textbook: Kramer & Small (Plural Publishing). (2019). Audiology Workbook, 3rd Edition.

This workbook has useful exercises and case studies for much of the course's content. We will use some of the exercises and case studies in class, with copies provided. For further practice purchasing the workbook would be useful.

Other readings will be available on Canvas.

Website: e-Learning in Canvas, accessed via <http://elearning.ufl.edu/>

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://kb.helpdesk.ufl.edu/FAQs/E-Learning>
- <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.](#)

Relation to Program Outcomes

The content of this course is designed to help you meet the following 2020 Standards for the Certificate of Clinical Competence in Audiology. Content will be learned from assigned readings, lectures, and class discussions. Outcomes and will be assessed through the labs and exams.

- A5. **Calibration and use of instrumentation** according to manufacturers' specifications and accepted standards
- A6. **Standard safety precautions and cleaning/disinfection of equipment in accordance with facility-specific policies and manufacturers' instructions** to control for infectious/contagious diseases
- A7. **Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management**
- B6. **Conducting hearing screenings** in accordance with established federal and state legislative and regulatory requirements
- B8. Performing developmentally, culturally, and linguistically **appropriate hearing screening procedures across the life span**
- C1. **Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors**
- C2. **Obtaining a case history** and client/patient narrative
- C3. **Obtaining client/patient-reported and/or caregiver-reported measures to assess function**
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system

- C7. **Selecting, performing, and interpreting a complete immittance test battery based on patient need and other findings;** tests to be considered include **single probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function**
- C8. **Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated**
- C9. **Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRs); obtaining a performance intensity function with standardized speech materials, when indicated**
- C10. **Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used**
- C12. **Selecting, performing, and interpreting otoacoustic emissions testing**
- C13. **Selecting, performing, and interpreting tests for nonorganic hearing loss**
- C15. **Selecting, performing, and interpreting tests to evaluate central auditory processing disorder**
- D1. **Identifying the counseling needs of individuals with hearing impairment based on their narratives and results of client/patient and/or caregiver responses to questionnaires and validation measures**
- D3. **Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders**

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to be respectful to the course instructors, your classmates and all guest lecturers. This includes listening when others are speaking, no sideline chatter and playing your part in class discussions and activities. Communication between students and instructor should be respectful at all times. This includes class and lab interactions, e-mail, discussion boards, and other electronic communication.

Using personal electronic devices is not permitted, unless related to course activity. If you are found to be using devices inappropriately, you will be asked to put the device away and possibly leave class.

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.ufhealth.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.

Our class sessions may be audio visually recorded for students in the class to refer back with added captioning and for enrolled students who are unable to attend live.

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>

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>
- **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 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