

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6002: Foundations of Occupational Therapy (3 credits)

Fall 2021

Delivery Format: On-Campus

Instructor: Dr. Anna Baird-Galloway, OTD, OTR/L, MT-BC

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Office: HPNP 2165

Office Hours: Thursday 2:30-3:30p or by appt via email

Preferred course Communications: Email via UF email (*not via Canvas*)

Prerequisites: Admission to Doctor of Occupational Therapy (OTD) Program or permission of the instructor

PURPOSE AND OUTCOME

Course Overview: This course provides students with the foundations of the occupational therapy profession, the development of the profession, and professional values and responsibilities. Content addresses both historical and contemporary professional perspectives. Students will also learn and practice fundamental elements of activity analysis and client observation.

Relation to Program Outcomes: This course gives students foundational knowledge of occupational therapy and prepares them for future courses on assessment and intervention in psychosocial, adult, and pediatric OT. This course is taught during the first semester of OT program.

Course and Student Learning Objectives: Accreditation Standards this course contributes to are based on Section B of the ACOTE (Accreditation Council for Occupational Therapy Education) Standards and Interpretative Guidelines (2018).

Section 1: Foundational Concepts

1. Students will read and apply scholarly work regarding occupational therapy threshold concepts.
 - a. Identify relationships among individual professional experiences and professional goals to key OT threshold concepts.
2. Students will gain an understanding of occupation as defined by occupational therapists, to include the meaning of and rationale for doing, and organization (e.g., process and patterns) and contexts (e.g., societal, personal, developmental) of doing.
 - a. Identify, define, restate, and apply key terms (i.e., professional language used in occupational therapy practice and scholarly work) and occupational therapy concepts when discussing occupation, health, and person and environmental factors in impacting performance, participation, and wellbeing [B.3.3, B.3.4].
3. Students will read and analyze (a) scholarly works from rehabilitation and disability science, occupational therapy, and occupational science, (b) AOTA Official Documents, and (c) Slagle Lectures and will apply conceptualizations of occupation in relationship to (1) its duality as both a modality and outcome, (2) common occupational therapy outcomes, (3) concepts of disability, health, and well-being, (4) personal meaning, human development, and society, and (5) the practice models of the WHO International Classification of Functioning (ICF), Occupational Therapy Practice Framework-4 (OTPF), and Person- Environment-Occupational Performance (PEOP).
 - a. Organize key occupational therapy concepts and appraise their use within occupational therapy practice, scholarly works, and AOTA documents [B.3.2].
 - b. Synthesize key occupational therapy concepts for inclusion in identification of an articulation of the distinct nature and value of occupation in supporting performance, participation, and health and wellbeing [B.3.3]

Section 2: Professional Identity

4. Students will gain an understanding of the profession's philosophical base and historical progression and evolution to include key historical and legislative landmarks on contemporary occupational therapy practice and research.
 - a. Analyze and articulate an understanding of the history and the philosophical base of the occupational therapy profession, and the impacts of key historical landmarks on contemporary occupational therapy research and practice [B.3.1].
 - b. Compare and contrast past occupational therapy research and/practice foci to contemporary foci [B.3.1].

Section 3: Diversity in Occupational Therapy

5. Students will recognize and explore relationships among (a) the unique nature of individuals, (b) the strengths and challenges of diversity, (c) the client's expertise in his or her own life experiences, and (d) personal preconceptions regarding differing people, priorities, cultures, socioeconomic experiences, and world views.
 - a. Articulate an awareness of (1) one's own views regarding differences among people through reflection and feedback, and (2) how one's own biases, personal values, and beliefs affect others and one's communication and interactions with others, and one's professional performance (e.g., documentation practices, patient goals). Examples of differences among people include different opinions, different world views, different races, different values, different socioeconomic experiences, different identity expressions, and different views of society.
 - b. Articulate and apply knowledge of the role that diversity factors play in supporting and constraining the occupational needs of individuals and communities.
 - c. Compare how occupational therapy has developed and is practiced across the world.

Section 4: Foundational Professional Skills

6. Students will gain an understanding of and engage in practice of the professional skills of: (a) behavioral observation, (b) activity analysis, (c) personal reflection, (d) mutually respectful interpersonal interactions, and (e) constructive and collegial verbal, non-verbal, and written communication.
 - a. Develop and apply cultural competence knowledge and skills in the areas of professional communication, conflict resolution, and assessment and intervention planning and/or execution.
 - b. Based on course activities and personal reflection, identify actions, attitudes, and/or individual procedures that are most likely to distinguish well-conducted and unbiased behavioral observations and client-centered interview(s) from incomplete or biased observations /interviews.
 - c. Demonstrate activity analysis and understand difference between activity and occupation, recognize the impact of internal and/or external context and culture, and utilize this understanding to conduct and/or compare the analysis of activities/task and occupation [B.3.6].
 - d. Analyze individual response to constructive feedback, interpersonal and/or inter-group conflict, and difficult conceptualizations and/or learning challenges.
 - e. Use a range of communication skills (e.g. empathetic listening, reflecting, non-judgmental open-ended questioning) to effectively communicate and support cooperative team approaches when interacting with peers, group members, and instructors [B.4.23].

Instructional Methods: The students will participate in lectures, student-led discussions, and lab experiences. The learning experiences include individual and group activities, projects, and/or presentations, and online discussions. Some material will be delivered using blended learning.

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 would have traditionally presented during a live class lecture is instead provided online before the live class takes place in a flipped-classroom format. This allows for hands-on application via activities 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 me?

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 will 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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: Detailed schedule information and additional assigned readings are provided on the course website. This schedule is subject to change. Please check Canvas for updated readings weekly.

Wk	Date	Topics	Required Preparation (<i>additional readings on course website</i>)	Assignments Due (<i>additional assignments on course website</i>)
1	8/23	Course introduction	Posted materials (Canvas)	8/24 8:00 AM: Practice quiz
	8/26	Occupation	<ol style="list-style-type: none"> Chapter 1 from Willard & Spackman Gray 1998. Putting Occupation into Practice: Occupation as Ends, as Means (posted) 	8:00 AM: Preparatory Reading Quiz 1b: Chapter 1 Saturday 8/29 11:59 PM: Reflection 1
2	8/30	OT Practice Framework & the International Classification of Functioning, Disability & Health	<ol style="list-style-type: none"> Chapter 4 from W&S and slides posted Chapter 49 from W&S Skim OTPF-4 (Canvas link) 	8:00 AM: Preparatory Reading Quiz 2a: Chapters 4 & 49
	9/2	OT process and outcomes	<ol style="list-style-type: none"> Chapter 27 with slides (posted) Video on OT Process (posted) Read Hemmingsson, Jonsson Occupational perspective on concept of participation in the ICF (posted) 	8:00 AM: Prep Lab Sheet 2b End of Class: Team Lab Sheet
3	9/6	Holiday – no class		
	9/9	OT history & progression of OT knowledge	<ol style="list-style-type: none"> Chapter 2 Centennial Video (posted) 	8:00 AM: Preparatory Reading Quiz 3: Chapter 2 Saturday 11:59p Slagle Lecture HW
4	9/13	Contemporary OT	<ol style="list-style-type: none"> Chapter 23 (slides posted) Chapter 24 (slides posted) 	8:00 AM: Preparatory Reading Quiz 4a: Chapter 23 & 24
	9/16	Contemporary OT	<ol style="list-style-type: none"> AOTA Vision 2017 and 2025 (posted on Canvas) Chapter 27 Reed Chapter 31 (posted on Canvas) 	8:00 AM: Preparatory Reading Quiz 4b: Chapter 27 8:00 AM: Preparatory Lab Sheet

5	9/20	Presentations	History Incorporating Slagle Lectures	History Incorporating Slagle Lectures group presentations. Submit group's PowerPoint by 8:00am
	9/23	Library Resources	Guest Lecturer: Jane Morgan-Daniel (Asynchronous: no in-class lecture) Community Engagement & Health Literacy Librarian (See Canvas for posted materials)	
6	9/27	Exam 1 12:30-2:30 pm	All chapters and content to date: Rooms G-301 and G-316 (check Canvas for which classroom you should report to)	
	9/30	OT Process: OTPF-4		8:00 AM: Preparatory Lab Sheet
7	10/4	Case Development	Trickey-Rokenbrod Chapter 2	
	10/7	OTPF-4: Case application	Read Trickey-Rokenbrod Case 4.3 (Transfer to Home) in Trickey-Rokenbrod textbook	8:00 AM: Prep Lab sheet
8	10/11	Occupations & Doing	<ol style="list-style-type: none"> 1. Wilcock, A. A., 1999. Reflections on doing, being and becoming. doi:10.1046/j.1440-1630.1999.00174.x 2. Hitch et al., 2014. In the Footsteps of Wilcock, Part One: The Evolution of Doing, Being, Becoming, and Belonging. doi: 10.3109/07380577.2014.898114 3. Harvey Ch 5: What Do People Do (posted) 4. What to focus on regarding Harvey Ch 5 (posted) 	8:00 AM: Prep Lab sheet
	10/14	Occupations of Being & Becoming	Time Tracking Flow chart (posted)	
9	10/18	Occupation & Health	<ol style="list-style-type: none"> 1. Chapter 8 (posted slides) 2. Njelesani et al. 2011. doi:10.1080/14427591.2012.717500 	8:00 AM: Preparatory Reading Quiz: Chapter 8 Self-Reflection Saturday 11:59PM
	10/21	Occupation & Context	<ol style="list-style-type: none"> 1. AOTA Environments & Contexts doi: 10.5014/ajot.2015.696S05 2. Kantartzis 2011 doi:10.1080/14427591.2011.566917 	8:00 AM: Prep Lab sheet
10	10/25	Occupation and Health, Wellness & Prevention	<ol style="list-style-type: none"> 1. AOTA, 2020: Promotion of Health and Well-Being 2. Jackson 1998 doi:10.5014/ajot.52.5.326 3. Bazyk 2018 doi:10.5014/ajot.2018.025379 	8:00 AM: Preparatory Reading Quiz: Promotion of Health & Well-being 8:00 AM: Prep Lab sheet
	10/28		<ol style="list-style-type: none"> 1. Doble 2008 doi: 10.1177/000841740807500310(Occupational well-being) 2. Reid 2011 doi: 10.2182/cjot.2011.78.1.7 (Mindfulness and flow) 	8:00 AM: Prep Lab sheet

11	11/1	Diversity, Occupational Performance, & Culturally Effective Care	<ol style="list-style-type: none"> Chapter 19 Chapter 20 AOTA Diversity, Equity & Inclusion statement 2020.pdf (posted) 	<p>8:00 AM: Preparatory Reading Quiz Ch 19 & 20</p> <p>8:00 AM: Prep Lab sheet</p>
	11/4		<ol style="list-style-type: none"> Moving from Cultural Competence to Cultural Humility in Occupational Therapy.pdf (posted) Slides for discussion: Week 11 revised Student.pdf (posted) 	<p>8:00 AM: Preparatory Reading Quiz: Podcast</p>
12	11/8	Exam 2 12:30-2:30 pm	<p>All assigned readings and activities after Exam 1 through class on 11/3</p> <p>Rooms G-301 and G-316</p> <p><i>(check Canvas for which classroom you should report to)</i></p>	
	11/11	Veteran's Day NO CLASS		
13	11/15	Multidimensionality of Occupations and Case Study Review	<ol style="list-style-type: none"> Read: In the Footsteps of Wilcock, Part 2: https://doi.org/10.3109/07380577.2014.898115 - 2 Read: (Reed et al (2010) The Interconnected Meanings of Occupation: The call, being-with, possibilities (posted) 	<p>8:00 AM: Homework</p>
	11/18	OT in the Global Context	Read Hammell & Iwama_2012_Well being and occupational rights.pdf (posted)	
14	11/22	Skilled Observation		<p>8:00 AM: Observation Homework</p>
	Thanksgiving Break			
15	11/29	Client-centered care & therapeutic use of self	Read: Therapeutic use of self as defined by Swedish occupational therapists working with clients with cognitive impairment following acquired brain injury: A Delphi study. doi:10.1111/1440-1630.12001	<p>8:00 AM: Prep Lab sheet</p>
	12/2	Activity & Occupational Analysis	<ol style="list-style-type: none"> Chapter 25 Chapter 26 	<p>8:00 AM: Preparatory Reading Quiz Ch 25 & 26</p>
16	12/6	Activity & Occupational Analysis	Posted materials	<p>8:00 AM: Activity Analysis HW</p>
	12/9	Journey of the Profession	Posted materials	
17	12/13	Final	<p>Comprehensive Final due Monday 8a</p> <p>Will be available Monday 12/6 at 5p</p>	

Course Materials and Technology

A. Required Texts:

1. Schell, B. & Guillen, G. (2019). Willard & Spackman's Occupational Therapy (13th edition). Philadelphia: Lippincott, Williams & Wilkins.
2. Trickey-Rokenbrod, D. (2017). Occupational Therapy in Action: A Library of Case Studies. Philadelphia: Wolters Kluwer.
3. AOTA student membership and assigned AOTA Official Documents (www.aota.org).
4. Class notes, videos, and readings as assigned from various papers and chapter readings (e-learning).

B. Required Technology

- a. Laptop computer or tablet for in-class use
- b. HonorLock
- c. Off-campus UF Library access: <https://cms.uflib.ufl.edu/offcampus>

For issues with technical difficulties with e-learning/Canvas please contact the UF Help Desk at:

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments: Individual assignments are described under *Assignments* on the course website. Each assignment will be discussed in class and students will be given the opportunity to ask questions about the assignment requirements.

1. Assigned readings & videos: Textbook chapter readings, AOTA publications, Journal articles

Completion of assigned readings and videos is required before beginning each module-based learning and assessment activities. Activities are structured and planned based on completion of all assigned preparation activities.

Prepared lecture slides are not designed to deliver content that is expected to be learned via assigned preparation activities. Rather, prepared slides are designed to clarify and deepen your understanding of the material learned through the structured preparatory activities.

2. Exams (20% each; 40% total)

Two closed book/browser exams will be administered in this course. Exams will be administered in the classroom during the regularly scheduled class meeting time. Exams will be administered via the course website on Canvas. HonorLock can be downloaded directly through Canvas.

Students are permitted to bring one blank scratch paper sheet to an exam that will be shown to the proctor prior to starting the exam.

Exams are administered via Canvas to all course sections outside of regularly scheduled class times. Rather, exams will be administered in the mid- to late-afternoon on the scheduled date; specific times and locations will be announced as soon as they are arranged. No classes will be held during the regularly scheduled class times on the days that exams are given.

3. Comprehensive Final (20%)

A comprehensive final will be administered; the final is designed to assess the student's comprehension and integration of concepts learned throughout the semester.

4. Preparatory Reading Quizzes (10% total)

Preparatory quizzes are short quizzes designed to assess your readiness to actively engage in classroom activities based on your advanced preparation (e.g., assigned chapter reading and reading preparation lab sheet). Each quiz will be due at 8 am on the morning of class; late quiz submissions will not be accepted without prior approval from the instructor or with written documentation (e.g., doctor's note) of illness or emergency. Quizzes are open book/note and will be administered via the course website on using the Canvas and will be timed at 50 – 70 seconds per item

5. Preparation Lab Sheets (10% total)

Based on the preparatory readings/videos, students will complete a preparation lab sheet in advance of class that is designed to facilitate application, comprehension, and critical thinking regarding the content of the assigned reading. Completion of the Preparation Lab Sheets will prepare students to fully engage in the in-class learning activities.

6. Homework (10% total)

Graded homework activities are assigned periodically throughout the semester and will be announced in class a few days or weeks before the homework assignment is due; most submissions will be on-line via the course website.

7. OT History Incorporating Slagle Lectures Presentation Assignment (8%)

Group members will work collaboratively to research, analyze, develop and present their findings regarding the focus and trends during one to two decades of occupational therapy in the United States.

8. Professionalism (2% total)

Professionalism in student's class participation and communication will be assessed through a combination of (1) Classroom attendance and timeliness, (2) Class participation, and (3) the Professionalism rubric provided on the course website.

Professionalism in class participation and communication includes the following behaviors:

- Complete/advance class preparation (as indicated via peer evaluation & feedback)
- Active participation in group and class discussions, including active listening with demonstration of understanding through use of paraphrasing or by acknowledging and building on others' ideas, asking questions, and occasionally introducing relevant new information about the topic.
- Informing the instructor and others ahead of time if likely to be late or absent, and arranges to cover own responsibilities.
- Consistency with adherence to communication guidelines described within this document (Section: Student Expectations, Roles, and Opportunities for Input).

Summary: Assessments & Grading

Requirement	Due date(s)	% of final grade
Preparatory Reading Quizzes	Throughout	10%
Preparation Lab Sheets	Throughout	10%
Homework	Throughout	10%
Professionalism	Throughout	2%
OT History Slagle Group Presentation	September 20	8%
Exam 1	September 27	20%
Exam 2	November 8	20%
Comprehensive Final	December 15	20%
		Total 100%

Grading: This class uses the OTD Program Standard Grading Scale. For more information concerning program grading policies see *OTD Student Manual*.

OTD Program Standard Grading Scale:

Percentage Points Earned	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0

A grade lower than C will result in retaking this course. Please see the *OTD Student Manual* for details.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

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>

Policy Related to Attendance, Exams, Make up Exams, Assignments and/or Other Work: All course assignments are due on the day noted in the syllabus unless otherwise negotiated with instructor in advance of the due date. Make-up examinations and assignments will be provided at the discretion of the instructor; late assignments may be accepted, or not accepted, at the discretion of the instructor with grade penalty for late submission. Points associated with lab/classroom activities that are graded and in-class quizzes (scheduled and unscheduled) cannot be made-up when class is missed. OTD students are required to attend all course and program activities. For detailed description of these policies see the OTD Student Handbook.

- Exams will be administered to all sections simultaneously outside of the typically scheduled class time; exams will be administered in the middle to late afternoon. Exams will be conducted in person via personal laptop or tablet in a classroom at the HPNP building or within the Health Science Center.
- Makeup exams will not be given without **prior** arrangements with the Course Instructor. "Prior" is defined in the OTD Student Handbook. Failure to do this will result in a zero grade for that test or assignment.
- Emergencies have to be documented (such as a medical exemption).
- Undocumented absence from an exam or an assignment will result in a score of "0" on that assignment. Makeup exams that are given due to authorized absence may be oral exams.
- All assignments **are due by class start time** on the date assigned, unless otherwise notified.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 12 hours of the technical difficulty if you wish to request a make-up.

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: Professional Behavior is expected of health professional students at all times.

Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time is expected.

Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.

Preparation for class: To maximize the use of class time, students are expected to read and study assigned readings/course materials in text, on PowerPoint, course website, and course syllabus prior to coming to class.

- Monitor e-learning and your UF email for announcements
- Monitor e-learning for updates and have available all materials posted for each class.
- Complete assigned readings, videos, etc. and review posted class materials prior to class.

Participation: Students are expected to actively participate in discussions and class activities. Attendance assists student to develop knowledge and skill in interpersonal relationships and communication by relating to others of different backgrounds and performance deficits.

Professional work habits also include being on time for class and staying until class is dismissed; being courteous in lecture by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, internet, etc.); getting your work in on time; arranging with another students to get handouts or announcements if you cannot attend class. You are also expected to:

- Be on time for class
- Stay until class is dismissed
- Silence your cellular phone
- Be courteous by refraining from chatter, eating, getting up during class, and other distracting behaviors
- Not look at external material during class (newspaper, Facebook, twitter, etc.)
- Arrange with the instructor in advance if you cannot attend class and prepare a specific plan to make up missed class work.

Communication Guidelines: Students are expected to adhere to on-line communication guidelines as detailed in the UF Netiquette Guidelines document located at: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Laptop/tablet policy: Course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course objectives. Acceptable uses include taking notes, accessing course-related documents (on or offline), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. The definition of “use unrelated to course objectives” includes, but is not limited to use of instant messaging, Face Book, chat rooms, games, surfing the net, etc.

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.

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/>.

I value and take seriously the feedback provided through the course evaluation system. I use your student feedback to make specific improvements to the course, assignments, and to my teaching style. However, it is important to realize that your course evaluation and the feedback provided through the course evaluation system have a direct influence on faculty tenure and promotion.

RESPECT FOR DIVERSITY, EQUITY, INCLUSIVITY, AND JUSTICE

It is my intent that students from all backgrounds and perspectives be well served and represented by this course and that the diversity students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Through inclusive representation, we can learn to better serve our community, peers, family, friends, and future clients or patients.

In order to deepen our understanding of multiple perspectives, it is necessary for us to engage in difficult conversations and topics. Our conversations may not always be easy. We will make mistakes in our speaking and our listening. We will need patience or courage or imagination or any number of qualities in combination with our texts, classmates, ideas, and experiences. And we will always need respect for each other. Your participation, suggestions, and feedback are encouraged and appreciated.

If any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

More information and resources from the College of Public Health & Health Professions can be found at:

<https://phhp.ufl.edu/about-phhp/diversity-and-inclusion/>

VIDEO RECORDING

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.

SUPPORT SERVICES

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center (<https://drc.dso.ufl.edu/>) within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center 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: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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>

Please 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.
