

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6002: Foundations of Occupational Therapy (3 credits)
 Fall 2018
 Delivery Format: On-Campus and Online

Instructor Name: Consuelo Kreider, PhD., OTR/L
Room Number: 2114
Email Address: ckreider@ufl.edu
Office Hours: Tuesdays, 8:15 - 9:15 AM and Thursdays, 11:30 AM – 12:30 PM
Preferred Course Communications: email

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, development of the profession, and professional ethics, 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 school.

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 (June 2018)]

Section 1: Professional Identity

1. Students will read and apply scholarly work regarding occupational therapy threshold concepts, AOTA Code of Ethics, and AOTA Core Values.
 - a. Identify relationships among individual professional experiences and professional goals to key OT threshold concepts.
 - b. Construct a Code of Ethics that is reflective of AOTA Occupational Therapy Code of Ethics and philosophical base [B.9.1].
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.2.2, B.2.4, B.2.5].

Section 2: Development of the Professional Identity

3. 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. 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 practice [B.2.1, B.2.4].
 - b. Compare and contrast past occupational therapy research and/practice foci to contemporary foci [B.2.1, B.2.4].

Section 3: Conceptual Integrations

4. 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 (OTPF), and Person-Environment-Occupational Performance (PEOP).

- a. Organize key occupational therapy concepts and appraise their use within occupational therapy scholarly works and AOTA documents [B.2.2, B.2.5].

Section 4: Diversity in the Profession of 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 [B.1.4].
 - c. Compare how occupational therapy has developed and is practiced across the world.
6. Students will gain an understanding of and engage in practice of the professional skills of: (a) in-vivo 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 patient-centered interview(s) from incomplete or biased observations/interviews [B.4.1].
 - c. 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.2.7].
 - 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 cooperatively work with peers, group members, and instructors.

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 I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of 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.

Week	Date	Topic(s)	Required Preparation (additional readings on course website)
1		No in-class work	Complete the following preparation before next week's class: Reed. Chapter 31: Key Occupational Therapy Concepts in the Person-Occupation-Environment-Performance Model pp.566-568 [Concepts] (e-learning) Wong & Fisher, 2015. Comparing and using occupation based model. doi: 10.3109/07380577.2015.1010130 OTPF video & slides (30-minutes) (e-learning) ICF video & slides (20 minutes) (e-learning)
2	8/28	1. Syllabus review & conceptual overview of course content 2. Occupational Perspective 3. ICF 4. OTPF	Read the following with less depth in preparation for (ahead of) today's class [read fully in preparation for later exam/quiz]: Njelesani et al., 2014. Articulating an Occupational Perspective. doi: 10.1080/14427591.2012.717500 Occupational Therapy Practice Framework: Domain and Process (3rd Edition). Am J Occup Ther 2017;68(Supplement_1):S1-S48. doi: 10.5014/ajot.2014.682006. Cronin & Mandich, Chapter 1 (e-learning) Cronin & Mandich Ch 1 PPT Slides (e-learning)
3	9/4	OT Code of Ethics & OT Outcomes	HW Due: Individualized goal mapping (bring to class) Occupational Therapy Code of Ethics (2015). Am J Occup Ther 2015;69(Supplement_3):6913410030p1-6913410030p8. doi: 10.5014/ajot.2015.696S03. Occupational Therapy's Commitment to Nondiscrimination and Inclusion. Am J Occup Ther 2014;68(Supplement_3):S23-S24. doi: 10.5014/ajot.2014.686S05. Reed. Chapter 31 pp. 568-592 [Outcomes] (e-learning)
4	9/11	Meaning of and Rationale for Occupations	HW Due: Learner pre-assignment self-reflection Reed. Chapter 31 pp. 593, 596-627 (Doing, Occupations as Tool) (e-learning) Philosophical Base of Occupational Therapy. Am J Occup Ther 2017;71(Supplement_2):7112410045P1. doi: 10.5014/ajot.2017.716S06. Reed et al., 2010. The interconnected meanings of occupation: The call, being-with, possibilities. doi: 10.1080/14427591.2010.9686688 (e-learning) 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 Harvey et. al. Chapter 5: What do People Do? (e-learning)

Week	Date	Topic(s)	Required Preparation (additional readings on course website)
5	9/18	Occupations & Context	<p>HW Due: Occupations and Health Concept Map – concepts from Weeks 1-3 (Bring to class)</p> <p>Reed. Chapter 31 pp. 627-630 (Context) (e-learning)</p> <p>Kantartzis et al., 2011 The Influence of Western Society's Construction of a Healthy Daily Life on the Conceptualisation of Occupation. doi: 10.1080/14427591.2011.566917</p> <p>Cronin & Mandich, Chapter 4 and Ch 4 PPT (PPT on e-learning)</p> <p>Cronin & Mandich, Chapter 7 and Ch 7 PPT (PPT on e-learning)</p> <p>Occupational Therapy's Perspective on the Use of Environments and Contexts to Facilitate Health, Well-Being, and Participation in Occupations. Am J Occup Ther 2015; 69(Supplement_3): 6913410050p1-6913410050p13. doi: 10.5014/ajot.2015.696S05.</p>
6	9/25	Occupation and Health, Wellness & Prevention	<p>HW Due: Occupations and Health Concept Map – concepts from Weeks 1-4 (bring to class)</p> <p>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</p> <p>Wilcox & Hocking, Chapter 11 Occupation as a dynamic in Health and Illness (e-learning)</p> <p>Occupational Therapy in the Promotion of Health and Well-Being. Am J Occup Ther 2013;67(6_Supplement):S47-S59. doi: 10.5014/ajot.2013.67S47.</p>
7	10/2	Professional values: Patient Centered Care, Therapeutic use of self, Safety	<p>Assignment DUE: Occupations and Health Concept Map assignment Due 9:00 am Tue 10/2 via e-learning</p> <p>HW Due: Learner post assignment self-reflection</p> <p>Holmqvist et al., 2013. Therapeutic use of self as defined by Swedish occupational therapists working with clients with cognitive impairments following acquired brain injury: A Delphi study. doi: 10.1111/1440-1630.12001</p> <p>Solman, B., & Clouston, T. (2016). Occupational therapy and the therapeutic use of self. doi: 10.1177/0308022616638675 (e-learning)</p> <p>additional readings as posted on course website</p>
8	10/9	Conceptual Integrations	<p>Hemmingsson & Jonsson (2005). An occupational perspective on the concept of participation in the International Classification of Functioning, Disability and Health—some critical remarks. doi: 10.5014/ajot.59.5.569</p>
9	10/16	Exam 1 OT Knowledge activity	<p>DUE: Team member feedback #1 PDF due via e-learning Tuesday 10/16 9:00 am; hardcopies due in class</p> <p>Exam covers material from weeks 1 through 7</p>
10	10/23	Diversity & Cultural Competence	<p>DUE: Pre-learning self-reflection due Sunday 10/21 11:59 pm</p> <p>Cronin & Mandich, Chapter 4</p> <p>Additional readings on course website</p>

Week	Date	Topic(s)	Required Preparation (additional readings on course website)
11	10/30	Historical Periods within OT	HW/readings due: Slagle lecture readings as assigned Video: Link to History video on course website Bing, RK (1981) Occupational Therapy Revisited: A Paraphrastic Journey. <i>American Journal of Occupational Therapy</i> , 35, 499-518. doi:10.5014/ajot.35.8.499
12	11/6	Historical Evolution of OT Knowledge	DUE: OT Knowledge Analysis due 9:00 am via e-learning DUE: OT Knowledge Analysis post-assignment learning self-reflection due 9:00 am via e-learning Bring OT Knowledge Analysis Excel sheet to class Review http://www.wfot.org/
13	11/13	Occupation & Health within Historical and Global Contexts	HW Due: Team OT Knowledge Slide Reed, K., Hocking, C., & Smythe, L. (2013). The meaning of occupation: Historical and contemporary connections between health and occupation. <i>New Zealand Journal of Occupational Therapy</i> , 60(1), 38. (e-learning)
14	11/20	Observation Activity & Task Analysis	DUE: Exam 2 due Sunday 11/18 11:59 pm HW Due: Naturalistic Observation (bring to class) Key terms study guide (e-learning) DUE: Wednesday 11/21 11:49 pm: Self-scoring of Naturalistic observation (e-learning)
15	11/27	Activity/Occupational Analysis Introduction to Performance Analysis	HW Due: Disability Activity Simulation worksheet (bring to class) Willard & Spackman, Chapter 22. Performance Skills: Implementing Performance Analyses to Evaluate Quality of Occupational Performance (e-learning)
16	12/4	Exam 2: Review AOTA website/resources Course Evaluation	DUE: Team member feedback #2 PDF due via e-learning Tuesday 12/4 9:00 am; hardcopies due in class AOTA 2025 Vision https://www.aota.org/AboutAOTA/vision-2025.aspx

Course Materials and Technology

A. Required Texts:

1. AOTA student membership and assigned AOTA Official Documents (www.aota.org).
2. Class notes, videos, and readings as assigned from various papers and chapter readings (e-learning).
3. Cronin, A., & Mandich, M. B. *Human Development and Performance Throughout the Lifespan* (2nd edition). Boston, MA: Cengage Learning.

B. Recommended:

1. Crepeau, E., Cohn, E., & Schell, B. *Willard & Spackman's Occupational Therapy* (12th edition). Philadelphia: Lippincott, Williams & Wilkins.

C. Required Technology

1. Laptop computer or tablet for in-class use
2. Microsoft Office 365 ProPlus: <https://it.ufl.edu/services/gatorcloud-microsoft-office-online>, then select "Go to Service" link (Additional technology are available to students @ <https://software.ufl.edu/student-agreements/>)
3. TopHat & TopHap Test

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.

Grading

Requirement	Due date (Week)	% of final grade
Reading Quizzes	Throughout	25%
Homework (HW): Individualized goal mapping	9/4 (Wk 3)	P/F
HW: Concept Map Assignment Learner Pre-assignment Self-reflection	9/11 (Wk 4)	P/F
HW: Occupations and Health Concept Map – concepts from Weeks 1-3	9/18 (Wk 5)	P/F
HW: Occupations and Health Concept Map – concepts from Weeks 1-4	9/25 (Wk 6)	P/F
Assignment: Occupations & Health Concept Map	10/2 (Wk 7)	10%
HW: Concept Map Assignment Learner Post-assignment Self-reflection	10/2 (Wk 7)	P/F
Team Member Feedback #1 as Received from team	10/16 (Wk 9)	2%
Evaluator of Team Members #1	10/16 (Wk 9)	3%
Exam 1	10/16 (Wk 9)	20%
Assignment: OT Knowledge Analysis Pre-learning Self-reflection	10/21 (Wk 9-10)	1%
HW: Slagle Lecture readings	10/30 (Wk 11)	P/F
Assignment: OT Knowledge Analysis	11/6 (Wk 12)	10%
Assignment: OT Knowledge Analysis Post-learning Self-reflection	11/6 (Wk 12)	3%
HW: Team OT Knowledge Slide	11/13 (Wk 13)	P/F
Exam 2	11/18 (Wk 13-14)	20%
HW: Naturalistic Observation	11/20 (Wk 14)	P/F
Naturalistic Observation Self-scoring	11/21 (Wk 14)	1%
HW: Disability Activity Simulation worksheet	11/27 (Wk 15)	P/F
Team Member Feedback #2 as Received from team	12/4 (Wk 16)	4%
Evaluator of Team Members #2	12/4 (Wk 16)	1%

Percentage Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

For further discussion of these policies see the *OTD Student Handbook*

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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 in person via paper and pencil or personal laptop computer 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 Power Point, 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 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 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 off line), 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 honest, thoughtful, and constructive feedback by completing online evaluations at <https://evaluations.ufl.edu>. Information on providing helpful instructor feedback is provided at: http://crlt.umich.edu/sites/default/files/resource_files/Course%20Evaluation%20Guidance%20One-Pager.pdf

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.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, 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>

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.

I use principles of Universal Design for Instruction/Learning (UDL) within my teaching and course design. UDL involves implementation of instructional principles and strategies that are designed to be broadly inclusive of the learning needs of a broad and diverse range of learners. Consistent with principles of UDL, all quizzes given in class will be allocated at least 1 ½ the anticipated minutes for quiz completion. For example, if I anticipate that a five-item quiz should take students 5 minutes to complete, all students will be allowed at least 8 minutes to complete the quiz.