University of Florida  
College of Public Health & Health Professions Syllabus  
OTH 6002: Foundations of Occupational Therapy (3 credits)  
Fall 2019  
Delivery Format: On-Campus and Online

Lead Instructor: Consuelo Kreider, PhD, OTR/L  
Email Address: ckreider@ufl.edu  
Office: 2114  
Office Hours: Mondays 11:40 – 12:30 and Thursdays 8:30 – 9:30  
Preferred Course Communications: email via UF email (not via Canvas)

Co-Instructor: Shabnam Medhizadah, MS  
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Office: 2171  
Office Hours: Tuesdays 12:40 – 1:40 and Thursdays 11:45 – 12:45  
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 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 (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 (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) 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.
   c. Demonstrate analysis activity 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 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.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Required Preparation (additional readings on course website) &amp; Assignments Due (additional homework assignments on course website)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/20</td>
<td>Course introduction</td>
<td>No assigned preparation for this week’s topic. DUE Saturday 8/24 11:59 PM: Practice quiz</td>
</tr>
<tr>
<td>2</td>
<td>8/26</td>
<td>Guest presenter: Ms. Jane Morgan-Daniel, HSC Librarian</td>
<td>(1) Chapter 1 (2) Review Chapter 1 Slides - posted DUE Monday 8/26 8:00 AM: Preparatory Reading Quiz 2a: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>8/27</td>
<td>OT Practice Framework &amp; the International Classification of Functioning, Disability &amp; Health</td>
<td>(1) AOTA Philosophical Base doi: 10.5014/ajot.2017.716S06 (2) Chapter 4 (3) Chapter 49 (4) Video/slides: OTPF (5) Video/slides: ICF (6) OTPF3 – download from <a href="https://www.aota.org/Publications-News/AmericanJournalOfOccupationalTherapy/access-framework-domain-otpf-download.aspx">https://www.aota.org/Publications-News/AmericanJournalOfOccupationalTherapy/access-framework-domain-otpf-download.aspx</a>, review/skim, and have readily available for use throughout the semester DUE Tuesday 8/27 8:00 AM: Preparatory Reading Quiz 2b: Chapters 4 &amp; 49 DUE Tuesday 8/27 start of class: Team member’s occupational interview oral introduction (no submission) – Homework 2b part 1 DUE Saturday 8/31 11:59 PM: Team member’s occupational interview written summary – Homework 2b part 2</td>
</tr>
<tr>
<td>3</td>
<td>9/2</td>
<td>Holiday – no class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/3</td>
<td>OT process and outcomes</td>
<td>(1) OTPF-3 doi: 10.5014/ajot.2014.682006 DUE Tuesday 9/3 8:00 AM: Preparatory Lab Sheet 3b – OT process</td>
</tr>
<tr>
<td>4</td>
<td>9/9</td>
<td>OT history &amp; progression of OT knowledge</td>
<td>(1) Chapter 2 (2) Ch 2 Slides (3) Video: OT History <a href="http://www.otcentennial.org/video/history-of-occupational-therapy">http://www.otcentennial.org/video/history-of-occupational-therapy</a> DUE Monday 9/9 8:00 AM: Preparatory Reading Quiz 4a: Chapter 2</td>
</tr>
<tr>
<td></td>
<td>9/10</td>
<td>Progression of OT Priorities</td>
<td>DUE Tuesday 9/10 8:00 AM: Concept Map Assignment - Preliminary Submission 1 DUE Saturday 9/14 11:59 PM: Slagle Lecture - Homework 4b</td>
</tr>
<tr>
<td></td>
<td>9/17</td>
<td></td>
<td>(1) Chapter 27 (2) Video/slides: Ch 27 DUE Tuesday 9/17 8:00 AM: Preparatory Reading Quiz 5b: Chapter 27</td>
</tr>
<tr>
<td>6</td>
<td>9/23</td>
<td>Exam 1</td>
<td>Chapters 1, 2, 4, 27, &amp; 49. <strong>No class today during the regularly scheduled time.</strong></td>
</tr>
<tr>
<td></td>
<td>3:30 – 5:30 pm HPNP Auditorium</td>
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</tr>
<tr>
<td>Wk</td>
<td>Dates</td>
<td>Topic(s)</td>
<td>Required Preparation <em>(additional readings on course website)</em> &amp; Assignments Due <em>(additional homework assignments on course website)</em></td>
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| 9/24 | OT process: Case application | (1) Chapter 23  
(2) Chapter 24  
DUE Tuesday 9/24 8:00 AM: Preparatory Reading Quiz 6b: Chapters 23 & 24 |
| 7 | 9/30 | Team Presentations: OT knowledge through the decades | DUE Monday 9/30 8:00 AM OT History Team Assignment - online submission |
| 10/1 | OTPF: Case application | (1) 2018 Slagle Lecture Video Webcast - www.learn.aota.org  
DUE Tuesday 10/1 8:00 AM: Preparatory Lab Sheet 7b |
| 8 | 10/7 | Multidimensionality of occupations & doing | (1) Reed 2010 – posted  
(3) Harvey Ch5 – posted  
(4) Reed Ch33 pp. 460-463 [Doing section] – posted in week 5  
DUE Monday 10/7 8:00 AM: Preparatory Lab Sheet 8a |
| 10/8 | | | DUE Saturday 10/12 11:59 PM: 2018 Slagle Lecture Webcast - Homework 8b |
| 9 | 10/14 | Occupation & health | (1) Chapter 8  
(2) Video/slides: Ch 8  
DUE Monday 10/14 8:00 AM: Preparatory Reading Quiz 9a: Chapter 8  
DUE Monday 10/14: Team-member Evaluation on-line (8:00 AM) AND hard-copy submission (start of class) |
| 10/15 | Occupation & context | (1) AOTA...Environments & Contexts... doi: 10.5014/ajot.2015.696S05  
DUE Tuesday 10/15 8:00 AM Preparatory Lab Sheet 9b  
DUE Saturday 10/19 11:59 PM Disability Contexts Worksheet – Homework 9b |
| 10 | 10/21 | Occupation and health, wellness & prevention | (1) Hemmingsson 2005 doi: 10.5014/ajot.59.5.569  
(2) AOTA...Promotion of Health and Well-being doi: 10.5014/ajot.2013.67S47  
(3) Jackson 1998 doi:10.5014/ajot.52.5.326  
(5) Trickey-Rokenbrod Assigned Case(s) – handed out in class last week  
DUE Monday 10/21 8:00 AM: Preparatory Lab Sheet 10a (Hemmingsson)  
DUE Monday 10/21 8:00 AM: Preparatory Reading Quiz 10a: Promotion of Health & Well-being |
| 10/22 | | | (1) Trickey-Rokenbrod Appendix B - posted  
DUE Tuesday 10/22 8:00 AM: Preparatory Lab Sheet 10b |
| 11 | 10/28 | Diversity, Occupational Performance, & Culturally Effective Care | (1) Chapter 19  
(2) Chapter 20  
(3) AOTA Commitment to Nondiscrimination doi: 10.5014/ajot.2014.686S05  
DUE Monday 10/28 8:00 AM: Preparatory Reading Quiz 11a: Chapters 19 & 20  
DUE Monday 10/28 8:00 AM: Preparatory Lab Sheet 11a - Cultural Self-Awareness Worksheet |
| 10/29 | | | (1) Podcast: Timestamp 1:20 thru 5:50  
http://www.thetruthpodcast.com/story/2015/10/14/theyre-made-out-of-meat  
DUE Tuesday 10/29 8:00 AM: Preparatory Quiz 11b: Podcast  
DUE Tuesday 10/29 8:00 AM: Concept Map Assignment - Preliminary Submission 2 |
<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Required Preparation (additional readings on course website) &amp; Assignments Due (additional homework assignments on course website)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>11/4</td>
<td>Exam 2</td>
<td>Chapters 8, 19, 20, 23 &amp; 24, and assigned readings: Reed 2010, Hitch 2014, Harvey Ch 5, Kantartzis 2011, Hemmingsson 2005, and AOTA Prevention &amp; Health Promotion. <strong>No class today during the regularly scheduled time.</strong></td>
</tr>
<tr>
<td></td>
<td>11/5</td>
<td>Multidimensionality of occupations &amp; OT process</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/11</td>
<td>Holiday – no class</td>
<td></td>
</tr>
</tbody>
</table>
(2) WFOT website  
DUE Tuesday 11/12 8:00 AM: AOTA Vision 2025 - Homework 13b |
|    | 11/18  | Skilled observation              | (1) Video/Slides: Observation & interpretation – posted  
DUE Monday 11/18 8:00 AM: Naturalistic observation - Homework 14a |
|    | 11/19  | Client-centered care & therapeutic use of self | (1) Video/slides: Client Centered Care  
(2) Video/slides: Therapeutic Use of Self  
(3) Holmqvist 2013 doi: 10.1111/1440-1630.12001  
DUE Tuesday 11/19 8:00 AM: Preparatory Lab Sheet 14b |
| 15 | 11/25  | Activity & occupational analysis | (1) Chapter 25  
(2) Chapter 26  
DUE Monday 11/25 8:00 AM: Preparatory Quiz 15a: Chapters 25 & 26 |
|    | 11/26  | Performance analysis             | DUE Tuesday 11/26 8:00 AM: Concept Map Assignment – Final submission |
| 16 | 12/2   | Activity analysis & grading      | DUE: Tuesday 12/3 8:00 AM: Activity analysis – Homework 16b |
| 17 | 12/9   | Final                             | DUE Monday 12/9 8:00 AM: Written final exam |

**Course Materials and Technology**

**A. Required Texts:**
2. AOTA student membership and assigned AOTA Official Documents ([www.aota.org](http://www.aota.org)).
3. 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. Respondus LockDown Browser  
   ii. Wikipage regarding UF e-learning, including Respondus LockDown Browser  
   [https://lss.at.ufl.edu/help/Student_Help](https://lss.at.ufl.edu/help/Student_Help)  
   c. Microsoft Office 365 ProPlus: [https://it.ufl.edu/services/gatorcloud-microsoft-office-online](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/](https://software.ufl.edu/student-agreements/))
   d. Off-campus UF Library access: [https://cms.uflib.ufl.edu/offcampus](https://cms.uflib.ufl.edu/offcampus)
   e. Hand-held/portable scanner (e.g., CamScan app on phone or tablet) or other means of uploading onto course website pdf scan of hardcopies/activities completed while still in class.

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

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

Completion of assigned readings and videos is required before beginning each chapter’s classroom-based learning and assessment activities. Classroom 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.

II. 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. Students must bring a laptop/notebook/tablet with the LockDown Browser installed and tested. The LockDown Browser can be downloaded from https://www.respondus.com/lockdown/download.php?id=364713981 and information regarding its use at UF can be found at https://lss.at.ufl.edu/help/Student_Help.

Students are permitted to bring one notes page to each exam. The notes page must be single-sided, prepared only by the student, have the student’s name on it, and submitted in class upon completion of the exam.

Exams are administered in-person 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.

III. 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.

IV. Preparatory Reading Quizzes (9% 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; quizzes are closed browser quizzes that will be administered via the course website on using the LockDown Browser and will be timed at 50 – 70 seconds per item.

V. Preparation Lab Sheets (9% 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.
VI. **Homework** (9% 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.

VII. **Team In-Class Graded Activities & Homework** (2% total)
Some team-based learning activities must be completed outside of the designated class time. These activities will be initiated in class, but based on the team’s working pace and classroom time constraints some activities will need to be completed as team-based homework after class and submitted online via the course website. One member of the team will submit the homework and all members present for the in-class portion of the activity will receive credit for the team homework assignment.

VIII. **OT History Team Presentation Assignment** (5%)
Team 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.

IX. **Concept Map Assignment** (5% total)
Over the course of the semester, students will work individually to develop their personalized understanding of key OT terminology and conceptual linkages within occupational therapy.

X. **Professionalism** (1% total)
Professionalism in student’s *class participation and communication* will be assessed through a combination of (1) Peer reviews of classmates’ Preparation Lab Sheets, (2) Classroom attendance and timeliness, (3) Peer/Team-member Evaluation (described below), and (4) the Professionalism rubric provided on the course website.

Peer/Team-member Evaluation: Students will provide quantitative appraisal and qualitative feedback of each group member’s professionalism related to team membership (e.g., preparation, group contributions, discussions) at the mid-point of the semester. Students will utilize a structured evaluation form in combination with the Professionalism rubric in guiding appraisal of each team members. Peer/team-member evaluations are completed at the midpoint of the semester in order to provide opportunity for team members to refine their team-based behaviors as the semester progresses.

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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date(s)</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>September 23, November 4</td>
<td>40% (20% each)</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>December 9</td>
<td>20%</td>
</tr>
<tr>
<td>Preparatory Reading Quizzes</td>
<td>Throughout</td>
<td>9% total</td>
</tr>
</tbody>
</table>
Preparation Lab Sheets        Throughout        9% total        
Homework                      Throughout        9% total        
Team In-Class Graded Activities & Homework Throughout 2% total       
OT History Team Presentation  September 30  5%       
Concept Map Assignment        September 10 – Preliminary submission 1 October 29 – Preliminary submission 2 November 26 – Final submission 5% total       
Professionalism               Throughout October 15 – Team-member evaluation 1%       

**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:**

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

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](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](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, 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.


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 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/scrc/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.

**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.

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 largely inclusive of the learning needs of a broad and diverse range of learners. Consistent with principles of UDL, both exams given in class will be allocated at least 1 ½ the anticipated minutes for completion. For example, if I anticipate that a five-item assessment should take students 5 minutes to complete, all students will be allowed at least 8 minutes to complete the assessment.