

University of Florida
College of Public Health & Health Professions Syllabus
Department of Occupational Therapy
OTH 6008 Neuroscience (5 credit hours)
Fall 2021
Delivery Format: On-Campus

Instructor Name:

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Phone Number: 273-6021
Office Hours: Wednesday 3:00 – 4:30 PM or by appointment

Lab Instructor:

Jennifer Lotz, MOT, OTR/L
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Office: HPNP room TBA
Office hours: Wednesdays 8:30 – 10:00 PM or by appointment

Preferred Course Communications: email

Class time:

Lecture: Tuesdays 8/31-8/28: 8:30 – 11:30 in the HPNP Auditorium
Tuesdays from 10/05/21 and on: 12:50-3:50 in HPNP room G-103
Lab: Wednesdays: Lab1: 10:40–12:35, Lab2: 12:50–2:45 in HSC room CG-24

Prerequisites: anatomy and physiology

PURPOSE AND OUTCOME**Course Overview:**

The purpose of this course is to provide the student with lecture and laboratory study of human nervous system. The course is designed for students in the occupational therapy doctoral (OTD) program and is focused on pertinent neuroscience materials including neuroanatomy, neurophysiology, and disorders of the human nervous system. Emphasis is put on the relationship between structure and function of the nervous system. Understanding the normal nervous system functioning is a starting point for identifying and characterizing various disorders of the nervous system. A key goal of this course is to provide students with sufficient knowledge for engaging in clinical problem solving by applying neuroscience principles to case studies of neurological disorders.

Relation to Program Outcomes:

This course is one of the basic science courses taught in the first year of the OTD program. The knowledge gained in this course is necessary for subsequent courses addressing clinical assessment and treatment across the lifespan.

Course Objectives and/or Goals

This course partially meets one of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). The student will:

- B.1.1. Demonstrate knowledge of the structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. (*Theme*: Human Occupation and Health)

More specifically, based on study materials, readings, lectures, and handouts the student will:

- A. Lecture (neuroanatomy, neuroanatomy, and integrating structure & function)
1. Define basic concepts, terminology and divisions of the nervous system.
 2. Describe the organization, structure and function of the cerebrum, diencephalon, limbic system, basal ganglia, cerebellum, brainstem, cranial nerves, spinal cord, and peripheral nerves.
 3. Compare and contrast the cytology of the nervous system versus other body systems.
 4. Articulate the processes of nerve conduction, transmission of nerve impulse, excitation, and inhibition.
 5. Trace and describe the flow of blood and cerebrospinal fluid of the brain and spinal cord.
 6. Describe the processes of neurodevelopment and define related terminology.
 7. Relate between the structures, organization, and function of the various sensory systems including the visual, somatosensory, vestibular, and auditory systems.
 8. Combine your knowledge of the structure, organization, and function of the motor systems to appraise control of posture and movement.
 9. Integrate the information of structure and function as well as dysfunction of the nervous system by applying knowledge of brain anatomy and Brodmann's areas to cortical functions in the various areas and lobes and infer the disorders related to the various neurological structures.
- B. Brain (neuroanatomy) lab: Identify basic structure and function of the brain and spinal cord:
10. Identify the following structures and describe their function: cerebrum, diencephalon, cerebellum, brain stem & cranial nerves, and spinal cord & spinal nerves.
 11. Identify vascular and ventricular structures, trace blood and CSF flow in the brain and spinal cord.
- C. Disorders lab objectives: integrate the knowledge of normal anatomy and physiology to understand the nature of various injuries, conditions, and disorders of the nervous system.
12. Articulate the components of physician's examination and laboratory procedures commonly used in neurodiagnosis.
 13. Discern the etiology, symptoms, signs and treatment of major neurological diseases, disorders, and dysfunctions.
 14. Relate specific disorders to the neurological structures studied in brain lab.
 15. Differentiate between various disorders based on their known signs and symptoms.
 16. Compare and contrast between different lesions based on their location in the brain and their resultant dysfunction.
- B.4.21. Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches: to design activities and clinical training for persons, groups, and populations; to instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. (*Theme*: Critical Thinking for Practice and Scholarship).
17. Students will design the first two pages of a meaningful and useful Patient Education Handout describing the anatomy and physiology as well as the pathophysiological mechanisms of a selected nervous system disorder.

Instructional Methods

Lecture, audiovisual materials, course texts, and notes posted on E-learning. Labs include study of specimen & models as well as case studies of neurological disorders. Lab material and some lecture material are delivered using blended learning, for which students watch pre-recorded lectures **prior** to lab and/or lecture and must come prepared for class.

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, as the instructor, 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 you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course.

Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: see detailed schedule information at the end of this document!

Week	Date(s)	Lecture Topics (Tuesdays)	Lab (Wednesdays)
1	8/24-8/25	Basic concepts, Terms, Levels of CNS	Lecture in C1-07 (9:45-11:00; 12:00-2:45)
2	8/31-9/1	Cerebrum, cytology, nerve conduction	Lab1: Cerebrum
3	9/7-9/8	Nerve conduction	Lab2: Coronals
4	9/14-9/15	Segments of the Neuron	Lab3: Blood Supply, meninges, ventricles
5	9/21-9/22	Blood Supply and CSF	Lab4: Brainstem and Cranial Nerves
6	9/28-9/29	Basal ganglia Lecture Exam1: Wed. 9/29; 3:00-4:30	Lab5: Cerebellum and Spinal Cord
7	10/5-10/6	Cerebellum and Neurodevelopment	Brain Lab Exam (Exam 2) during lab
8	10/12-10/13	Brainstem, CN & spinal cord function	Lab1: Tumors & Infections
9	10/19-10/20	Functional components, Spinal reflexes	Lab2: Congenital Disorders, Neurodiagnosis
10	10/26-10/27	Spinal reflexes	Lab3: Cerebellar & Degenerative Disorders
11	11/2-11/3	Somatosensory system	Lab4: Peripheral & Cranial Nerve Disorders Patient Handout Assignment due 11/3
12	11/9-11/10	Motor system Lecture Exam(3): Wed 11/10; 3:00-4:30	Lab5: Spinal Cord Injury (SCI)
13	11/16-11/17	Motor system	Lab6: CVA & TBI
14	11/23-11/24	Vestibular system; Visual system	Thanksgiving; No lab
15	11/30-12/1	Visual system	Culminating lab & assignment presentation
16	12/7-12/8	Autonomic system, Cortical Functions	Disorders Lab Exam(4): 12/8; 2:00-3:30
17	12/13	Final Exam(5): 12/13; 10:00 – 12:00	

See detailed schedule and reading assignments at the end of this document!

Course Materials and Technology

Class notes are posted on Canvas and are accessed via the E-learning Website: <http://elearning.ufl.edu/>

Laptops/Tablets:

Laptops may be used in class for taking notes, viewing slides, or accessing websites related to ongoing class activities. Students are not allowed to use laptops in class for any other reason.

Required Course Materials & Textbooks:

1. Required reading materials and PowerPoint slides will be posted on Canvas for every class (noted as S in the syllabus). To access Canvas: <http://elearning.ufl.edu/>
2. Gutman, S.A. Quick Reference Neuroscience for Rehabilitation Professionals (latest edition). Slack Inc., Thorofare, NJ.
3. Haines D.E. Neuroanatomy: An atlas of structures, sections and systems (Latest Edition). Williams and Wilkins, Baltimore, MD.
4. TopHat classroom response system will be used in class. You must have access to it. Direct URL: <https://app.tophat.com/e/416142>; The 6-digit course join code is: 416142.

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

- <http://helpdesk.ufl.edu/>
- (352) 392-HELP (4357) - select option 2

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

The class grade is based on three types of assignments: quizzes, exams, and a group assignment.

- **Quizzes:** there is a quiz before each lab as well as 12-14 online quizzes on lecture materials.
- **Exams:** there are two lecture exams, two lab exams, and a cumulative final exam. The number of questions per exam and the point value of each exam are listed in a table on the next page. Multiple choice questions are used to assess critical thinking in relation to knowledge and skills learned in the course and are provided in the style used on the NBCOT Certification Exam (e.g., there may be more than one “right” answer, but the student must identify the “best” answer). The exams also include case studies with multiple questions pertaining to each case study. In addition, matching questions are used to identify structures in diagrams. The exams will be administered on Canvas and proctored on site. Lecture exams and disorders lab exam will be administered in the Computer Testing Center (Communicore Building room CG-23/28) on specific Wednesdays after lab (see specific times in the course schedule). Brain Lab exam will be administered in the lab (room CG-24) during lab time and consist of multiple-choice questions identifying name and function of brain structures. The students have one minute to answer the questions in each station before moving to the next station, plus 10 minutes at the end of the exam to go back to stations of their choice. You must arrive on time for all exams.
- **Group assignment:** The Patient Education Handout Assignment involves creating a handout (in groups of 5-6 students) describing a condition related to the nervous system. This assignment is designed to give students experience in creating patient education materials. This handout encompasses the anatomy, physiology, and pathophysiological mechanisms of the selected neurological condition. It does not include treatment or assessment, which will be built upon in future OTD classes.
- **Professional behavior points:** are based on attendance, group work, and respectful behavior in class. Attendance will be taken in each lab and occasional lecture. Missing a lab without prior arrangements results in five points off per missed lab. The student will also lose the lab quiz points. Missing lecture without prior arrangements results in 2 points off.

Grading

The grade for this course is the combined grade for lecture and lab and is based on 1000 possible total points (all quizzes and exams) as reflected in the table below.

Item	Number of questions	Points per Question	Points per Test	% Grade
Exam 1: Lecture	60	2	120	12%
Exam 2: Lab	70	1	70	7%
Exam 3: Lecture	60	2	120	12%
Exam 4: Disorders	70	1	70	7%
Exam 5: Final (cumulative)	100	2	200	20%
Online (Lecture) quizzes	Variable	Variable	164	16.4%
Brain Lab quizzes	Variable	Variable	50	5%
Disorder Lab quizzes	Variable	Variable	86	8.6%
Patient Handout Assignment			100	10%
Professional Behavior			20	2%
Total Points			1000	100%

Point system used: course points translated into letter grades.

Points earned	930-1000	900-929	870-899	830-869	800-869	770-799	700-769	670-699	630-669	600-629	0-599
Percent Grade	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	0-59
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

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

Letter Grade	A	A-	B+	B	B-	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	1.33	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: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

Exams are administered on Canvas. You will be taking the exams on your own computer. You must pre-install the Respondus Lockdown Browser before taking the exam. Exams will take place on specific Wednesdays after lab. Students who need accommodations for in-class exams must contact the Disability Resource Center and make arrangements prior to the exam.

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam. Any work that is submitted late due to technical issues MUST be accompanied by the email received from the Help Desk when the problem was reported to them. The email will document the time and date of the problem. You MUST email the instructor within 24 hours of the technical difficulty if you wish to request a late submission without points deducted. See "Assignment Policies" below for more information about late assignments.

Policy Related to Required Class Attendance

Attendance to all exams and class activities is mandatory. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided.

If possible, faculty should be informed of absences prior to the time of the scheduled activity (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

- A student must notify the instructor via email prior to the anticipated absence if possible.
- See the "Policy Related to Make up Exams or Other Work" above related to missing exams.
- See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

Please note 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/graduate/regulations/#text>). Additional information can be found here: <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 at all times, and can be defined as:

1. Students are expected to look on Canvas for announcements and get the notes prior to **each** class and to read the assigned readings prior to class.
2. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
3. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
4. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
5. See the information on absences in "Attendance Policies" above and the Absence Policy in the *OTD Student Handbook* published on the OTD program website. 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>.
6. Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings and complete assigned preparatory activities as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
7. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
8. Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
9. Lab attire includes:
 - a) Clean scrubs and/or a lab coat
 - b) Gloves: the student must bring several pairs of gloves to each lab. Nitrile gloves are highly recommended.
 - c) Clean, closed toe shoes with adequate base of support.
 - d) Jewelry & make-up kept a minimum. No hats. No fragrances.
10. Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
11. ***Taking pictures in lab is prohibited.***
12. ***No visitors are allowed in the lab! Entrance is limited to students who are taking the class.***

Specific Behavior in Lab:

a. Brain Lab:

- 1) Preparation for Lab: blended learning: students are expected to come prepared to lab by watching a pre-recorded lecture on specific structures (which will be posted on E-learning) before coming to lab. There will be a 10 question quiz prior to each lab.
- 2) Lab attire: Students must wear scrubs or a lab coat and close toed shoes (no sandals). Students must bring gloves to lab (nitrile, vinyl or latex). Wooden probes will be provided.
- 3) Use of laboratory materials: Neural specimens are very fragile and must be handled with care. Specimen must not be allowed to dry out. Do not use water!! Only use the Biostat fluid. Wet a paper towel to cover parts of specimen when out of the buckets for an extended period of time. ***Do not poke the specimen with a pencil or pen!*** Gently touch with a wooden probe.
- 4) Lab clean-up: Students are expected to clean up after themselves in lab and return all lab

materials to their proper place. Students are not to remove atlases, models, specimen or other lab materials from the classroom.

b. Disorders Lab:

- 1) Preparation for Disorders Lab: blended learning: students are expected to independently study the material and come prepared to participate in lab, including discussion and solution of case studies ("identify the lesion" lab exercises). Specific materials for lab are posted on E-learning. Preparation includes both reading the posted material and watching a pre-recorded lecture. There will be a 5 -10 question quiz prior to each lab.

Communication Guidelines

Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily. For digital communication expectations see: *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

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/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. **No guests are allowed in lab!** Students are responsible for course material

regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Policy Related to COVID Classroom Safety

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 SYMPTOMS

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

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

Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Instructor's Diversity Position Statement:

Below is my personal position and commitment to diversity, equity, and inclusion:

As a gender-bending, Jewish Lesbian immigrant from Israel, I have personally experienced prejudice, micro-aggressions, discrimination, and oppression. However, I recognize that the color of my skin gives me white-privilege, an unfair advantage that is unavailable to Black, Indigenous, and People of Color (BIPOC). In my daily life, I do not experience the impacts of systemic racism. Moreover, if I wish to, I can hide my marginalized-group identities.

My values have been shaped by my upbringing and by my multiple marginalized identities. I strongly support social justice and have a long history of fighting for my own civil rights, including protesting and marching for women's rights, gay rights, and immigrant rights. Currently, I am focused on racial justice and abolishing white supremacy through recognizing my own explicit and implicit biases and learning how to become an ally to BIPOC. In this process, I continue to educate myself about racism and am actively doing antiracism work (both individually and in a group setting). I am learning to identify racism as it is happening and to speak out against it (both privately and publicly). I am committed to breaking my white-silence, to having conversations about race even when uncomfortable, and to listening carefully and being emotionally present when BIPOC express their feelings about racism.

In the classroom, I strive to create a safe space for all students, to encourage and appreciate student feedback, and to have open conversations on social justice. Personally, I intend to continue this life-long journey of understanding the impacts of social injustices and helping create a world in which there is justice for all.

DETAILED CLASS SCHEDULE

***Note: this is a tentative schedule; content is subject to change!**

DATE	TOPIC	READING
WEEK 1		
Tuesday 8/24	<ol style="list-style-type: none"> 1. Introduction to the course 2. Basic concepts 3. Levels of CNS function 4. Cerebrum 	Notes: Ch 1 & 2 Notes: Ch 2 Gutman (G): 1-3 Haines: Ch. 1-4
Wednesday 8/2	Lecture in C1-07 (9:30-11:00; 12:00-2:45)	
WEEK 2		
Tuesday, 8/31	<ol style="list-style-type: none"> 1. Cerebrum 2. Cytology and nerve conduction 3. Diencephalon and limbic (online lect.) 	Notes: Ch 1, 2, 3a, 3b Gutman: 3, 10 Notes: Ch 5a+b
Wednesday, 9/1 Brain Lab 1	Cerebrum: ventral, medial, & lateral aspects (online lab prep)	Notes: Ch 2 Haines: Ch. 2
WEEK 3		
Tuesday, 9/7	<ol style="list-style-type: none"> 1. Nerve conduction 	Notes: Ch 3c Gutman: 10
Wednesday, 9/8 Brain Lab 2	<ol style="list-style-type: none"> 1. Coronal sections (online lab prep) 	Notes: Ch 4 Haines: pp 76-84
WEEK 4		
Tuesday, 9/14	<ol style="list-style-type: none"> 1. Neurotransmitters (online lecture) 2. Segments of the neuron 	Notes: Ch 3f; Gutman 10, 29 Notes: Ch 3d
Wednesday, 9/16/2020 Brain Lab 3	<ol style="list-style-type: none"> 1. Ventricular system (online lab prep) 2. Blood supply (online lab prep) 3. Meninges & Sinuses (online lab prep) 	Notes: Ch 6 Haines: pp 17-27 Gutman 4, 6, 27
WEEK 5		
Tuesday, 9/21	<ol style="list-style-type: none"> 1. Inhibition and Excitation 2. Cerebral blood supply 3. Meninges, ventricles and CSF 	Notes: Ch 3e Notes: Ch 6 Gutman: 4, 6, 27
Wednesday, 9/23/2020 Brain Lab 4	<ol style="list-style-type: none"> 1. Brainstem anatomy (online lab prep) 2. Cranial Nerves (online lab prep) 3. Intro to disorders lab 	Notes: Ch. 8 Gutman: 3, 8, 24 Haines:20,22,30
WEEK 6		
Tuesday, 9/28	<ol style="list-style-type: none"> 1. Basal Ganglia 	Notes: Ch 7 Gutman: 3, 22
Wednesday, 9/29 Brain Lab 5	<ol style="list-style-type: none"> 1. Cerebellum anatomy (online lab prep) 2. Spinal Cord anatomy (online lab prep) 	Notes: Ch. 9 & 10 Haines:8-10; 34-35
Exam 1: Lecture Exam	Lecture Exam1: Wed. 9/29/21; 3:00-4:30	

DATE	TOPIC	READING
WEEK 7		
Tuesday, 10/5	1. Cerebellum 2. Neurodevelopment (online lecture)	Notes: Ch. 9 Gutman 7, 22 Notes: Ch. 12
Wednesday, 10/6 Exam 2: Lab Exam	EXAM 2: Brain Lab Exam (In lab CG-24) Lab 1: 11:00 – 12:00; Lab 2: 12:15-1:15	Lab 1 – 11:00-12:00 Lab 2 – 12:15-1:15
WEEK 8		
Tuesday, 10/12	1. Brainstem and Cranial Nerves 2. Spinal cord – Function 3. Functional Components	Notes: Ch. 8 Gutman: 3, 8, 24 Notes: Ch.10 Notes: Ch 9B & 10B
Wednesday, 10/13 Disorders Lab 1	Tumors & Infections of CNS (online lab prep)	Lab Notes: Ch. 1a+b Gutman: 28
WEEK 9		
Tuesday, 10/19	1. Functional Components (cont.) 2. Spinal reflexes	Notes: Ch 9B & 10B Gutman: 20, 21 Notes: Ch11
Wednesday, 10/20 Disorders Lab 2	Congenital disorders (online lab prep) Neurodiagnosis (online)	Lab Notes: Ch. 2 Lab Notes: Ch 7 Gutman: 28
WEEK 10		
Tuesday, 10/26	1. Spinal reflexes 2. Somatosensory system	Notes: Ch.11 Gutman: Ch 20, 21
Wednesday, 10/27 Disorders Lab 3	Cerebellar & Degenerative disorders (online lab prep)	Lab Notes: Ch. 3a+b Gutman: 22
WEEK 11		
Tuesday, 11/2	1. Somatosensory system	Notes: Ch.11; G = 20 Notes: Ch13 Gutman: 9, 20, 23
Wednesday, 11/3 Disorders Lab 4	Peripheral Nerve Injuries and Cranial Nerve Injuries (online lab prep) Patient Handout Assignment due 11/3/21	Lab Notes: Ch. 4a+b Gutman: 16
WEEK 12		
Tuesday, 11/9 Exam 3: Lecture Exam	1. Motor system Lecture Exam(3): Wed. 11/10/21; 3:00-4:30	Notes: Ch. 13 Gutman: 22, 23 Notes: Ch.14
Wednesday, 11/10 Disorders Lab 5	Spinal cord injury (online lab prep)	Lab Notes: Ch. 5 Gutman: 19
WEEK 13		
Tuesday, 11/16	1. Motor System 2. Vestibular system	Notes: Ch 14, 15 Gutman: 11, 22
Wednesday, 11/17 Disorders Lab 6	CVA and TBI (online lab prep)	Lab Notes: Ch. 6a+b Gutman: 25, 26, 27

DATE	TOPIC	READING
WEEK 14		
Tuesday, 11/23	<ol style="list-style-type: none"> 1. Vestibular system 2. Auditory system 3. Visual system 	Notes: Ch 15, 16 Gutman: 11, 12 Notes:Ch.17
Wednesday, 11/24	Thanksgiving – No Lab	
WEEK 15		
Tuesday, 11/30	<ol style="list-style-type: none"> 1. Visual system 2. Limbic system 	Notes: Ch 17 Gutman: 11 Notes: Ch18
Wednesday, 12/1 Disorders Lab	Culminating Lab and Brochure Presentation	
WEEK 16		
Tuesday, 12/7	<ol style="list-style-type: none"> 1. Autonomic system 2. Cortical Functions 	Notes: Ch 19 Notes: Ch 20 Gutman: 25, 26
Wednesday, 12/8 Disorders Lab Exam	Disorders Lab Exam(4): 12/8/21; 2:00-3:30	
WEEK 17		
Monday 12/13	Final Exam: 12/13/21; 10:00 – 12:00	

***Note: this is a tentative schedule; content is subject to change!**

OTH 6008 Neuroscience

Lab schedule – Fall, 2021

DETAILED LAB SCHEDULE

NEUROANATOMY (BRAIN) LABS: Room CG-24

9/1: Lab 1: Cerebrum: (Quiz – 10 points)

1. Lateral aspect
2. Medial aspect
3. Ventral aspect

9/8: Lab 2: Coronals: (Quiz – 10 points)

1. Coronal sections

9/15: Lab 3: Ventricular system & cerebral blood flow: (Quiz – 10 points)

1. Ventricular system: models, medial aspect, coronal sections
2. Meninges: dura mater, arachnoid, Pia mater, falx cerebri, falx cerebelli, tentorium cerebelli
3. Arteries and Sinuses

9/22: Lab 4: Brainstem and Cranial nerves: (Quiz – 10 points)

1. Brainstem and Cranial nerves: model, ventral aspect, medial aspect

9/29: Lab 5: Cerebellum and Spinal Cord: (Quiz – 10 points)

1. Cerebellum: model, whole cerebellum, coronal sections, lateral, medial & ventral aspects.
2. Spinal Cord
3. Review for Lab exam and Practice Test

10/6:	<u>Brain Lab Exam</u>	<u>Group</u>	<u>Time</u>	<u>Room</u>
		Lab 1	11:00 - 12:00	CG-24
		Lab 2	12:15 - 1:15	CG-24

DISORDERS LABS: (Room CG-22)

10/13: Lab 1 - Tumors and Infections (Quiz – 10 questions)

10/20: Lab 2 - Congenital Disorders (Quiz – 10 questions)

10/27: Lab 3 - Peripheral Nerve Injuries and Cranial Nerve Injuries (Quiz – 10 questions)

11/03: Lab 4 - Cerebellar and Degenerative Disorders (Quiz – 10 questions)

11/10: Lab 5 - Spinal Cord Injuries (Quiz – 10 questions) & Neurodiagnosis (self-study and Online Quiz)

11/17: Lab 6 - CVA and TBI (Quiz – 10 questions)

11/24: **Thanksgiving Break (no Lab)**

12/01: Culminating lab and brochure presentation

12/08: **Disorders Lab Exam (Exam 4) 2:00-3:30**