

## OTH 6209 Applied Lifespan Human Development (3 cr.)

Semester: Spring 2024

Delivery Format: On-Campus

---

Instructor Name: Christine Myers, PhD, OTR/L

Room Number: 2111

Phone Number: 273-6128

Email Address: ctmyers@phhp.ufl.edu

Office Hours: Thursdays 1:00-3:00, or by appointment

Preferred Course Communications (e.g. email, office phone): Email

### Prerequisites

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

---

## Purpose and Outcome

### Course Overview

This course gives the student an overview of human development throughout the life span with an emphasis on the areas that are important to occupational therapy and rehabilitation.

Areas addressed include: (1) the major developmental achievements at each age level - particularly physical, motor, sensorimotor, perceptual-motor, cognitive, psychological, and social functions; (2) beginning developmental assessment and observation; (3) professional communication skills; (4) examples of major health problems and issues for each age with application to occupational therapy and rehabilitation.

### Relation to Program Outcomes

This course provides foundational knowledge of human development and its relationship to health, participation and well-being. It prepares students for future courses on assessment and intervention in psychosocial, adult, and pediatric OT. This course is taught during the second semester of the program.

**Course Objectives and/or Goals**

<b>Student Learning Objectives- Upon successful completion of the course, students will be able to:</b>	<b>ACOTE Standard(s)</b>	<b>Curricular Theme(s)</b>	<b>Assessment(s)</b>
Demonstrate knowledge and understanding of human development throughout the lifespan.	B.1.1. Human Body, Development, and Behavior	Critical Thinking	Childhood Observations and Report; Adolescent/Young Adult Occupational Profile and Interview; Exams
Articulate how sociocultural, socioeconomic, diversity factors, and lifestyle choices influence development throughout the lifespan.	B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices	Valuing of Diversity	Journal Club Reading Guides and Reflections
Describe typical development of occupational behaviors during the periods of infancy, preschool, school age, and all adult stages.	B.1.1. Human Body, Development, and Behavior	Human Occupation and Health	Childhood Observations and Report; Adolescent/Young Adult Occupational Profile and Interview
Demonstrate beginning skills in observation and interpretation of objective behaviors relative to motor, perceptual-motor, cognitive, psychological, and social development, and within the sociocultural environment of individuals across the lifespan.	n/a	Critical Thinking	Childhood Observations and Report
Prepare clear and accurate written documentation describing an individual's current developmental performance.	n/a	Professionalism	Childhood Observations and Report; Adolescent/Young Adult Occupational Profile and Interview
Identify common problems, such as health issues, environmental issues, and developmental delay, that may lead to an interruption in development of occupations.	n/a	Human Occupation and Health	Exams

### **Instructional Methods**

The students will participate in independent reading, lectures, student-led discussions, and other learning experiences, including individual and group activities and projects.

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 class, you may struggle to keep pace, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

---

<b>Description of Course Content Topical Outline/Course Schedule</b>			
Week	Date(s)	Topic(s)	Readings/Assignments Due LD = Lifespan Development (Lumen) COT = Conditions in Occ. Ther. (Atchison)
1	1/8 or 1/9	Introduction to Course Introduction to Lifespan Development Genetics and Environment	Module 1: Lifespan Development (LD) <ul style="list-style-type: none"> <li>• Introduction to Human Development</li> <li>• Defining Human Development</li> <li>• Periods of Human Development</li> <li>• Introduction to the Lifespan Perspective</li> <li>• The Lifespan Perspective</li> </ul> Module 3: Prenatal Development (LD) <ul style="list-style-type: none"> <li>• Behavioral Genetics</li> </ul>
2	1/15 or 1/16 <b>Asynchronous activities on Canvas (MLK Holiday, no class meeting)</b>	Prenatal Development Birth and the Newborn Infant Reflexes and Infant State Regulation	Module 3: Prenatal Development (LD) <ul style="list-style-type: none"> <li>• Introduction to Prenatal Development</li> <li>• Prenatal Development</li> <li>• Environmental Risks</li> <li>• Childbirth</li> <li>• Newborn Assessment and Risks</li> </ul> <b>Week 2 Study Guide due 9:00am on 1/22</b>
3	1/22 or 1/23	Infants and Toddlers: Physical Growth Brain Development Motor and Sensory Development  Conditions: Cerebral Palsy	Module 4: Infancy (LD) <ul style="list-style-type: none"> <li>• Physical Growth and Brain Development in Infancy</li> <li>• Motor and Sensory Development</li> </ul> Ch. 2 Cerebral Palsy (COT)

**University of Florida  
College of Public Health & Health Professions Syllabus**

4	1/29 or 1/30	<p>Infants and Toddlers: Cognitive Development Language Development</p>	<p>Module 4: Infancy (LD)</p> <ul style="list-style-type: none"> <li>• Cognitive Development</li> <li>• Language Development</li> </ul> <p><b>Journal Club:</b> Ravi, D., Iacob, A., &amp; Profit, J. (2021). Unequal care: Racial/ethnic disparities in neonatal intensive care delivery. <i>Seminars in Perinatology</i>, 45(4), 151411. <a href="https://doi.org/10.1016/j.semperi.2021.151411">https://doi.org/10.1016/j.semperi.2021.151411</a></p> <p><b>Journal Club 1 Reading Guide due 1/29 at 9:00am</b></p>
5	2/5 or 2/6	<p>Infants and Toddlers: Social-Emotional Development Temperament Attachment</p> <p><i>Introduction to Childhood Observations and Report Assignment (due 3/8)</i></p>	<p>Module 4: Infancy (LD)</p> <ul style="list-style-type: none"> <li>• Emotional Development and Attachment</li> <li>• Psychosocial Development</li> </ul> <p><b>Journal Club 1 Reflection due 2/5 at 9:00am</b></p>
6	2/12 or 2/13	<p>Early Childhood: Physical Development Cognitive Development Language Development Development of ADL/Occupations</p> <p>Conditions: Autism Spectrum Disorder</p>	<p>Module 5: Early Childhood (LD)</p> <ul style="list-style-type: none"> <li>• Physical Development in Early Childhood</li> <li>• Piaget's Theory of Cognitive Development</li> <li>• Theory of Mind</li> <li>• Language Development</li> </ul> <p>Ch. 3 Autism Spectrum Disorders (COT)</p>
7	2/19 <b>All students</b>	<p>Early Childhood: Social-Emotional Development*</p>	<p>Module 5: Early Childhood (LD)</p> <ul style="list-style-type: none"> <li>• Developing a Concept of Self</li> </ul>

	<p>meet from 9:35-11:00 (PFF on 2/20)</p> <p>Asynchronous activities on Canvas</p>	<p>*warning: child abuse is covered in this section</p> <p>Conditions: Complex Trauma</p>	<ul style="list-style-type: none"> <li>• Psychodynamic and Psychosocial Theories of Early Childhood (<i>skip Freud</i>)</li> <li>• Gender and Early Childhood (<i>you won't be tested on this, but I encourage you to read it</i>)</li> <li>• Family Life and Parenting Styles</li> <li>• Learning and Behavior Modification</li> <li>• Stress in Early Childhood</li> </ul> <p>Ch. 14 Complex Trauma (COT)</p> <p><b>Week 7 Study Guide Due 9:00am on 2/26</b></p>
8	2/26 or 2/27	<p>Middle Childhood: Physical and Motor Development Cognitive Development Intelligence Language Development</p> <p>Conditions: Attention Deficit Hyperactivity Disorder</p>	<p>Module 6: Middle Childhood (LD)</p> <ul style="list-style-type: none"> <li>• Physical Development in Middle Childhood</li> <li>• Cognitive Development in Middle Childhood</li> <li>• Developmental Disorders and Learning Disabilities</li> <li>• Learning and Intelligence- Theories of Intelligence</li> </ul> <p>Ch. 6 Attention Deficit Hyperactivity Disorder (COT)</p>
	2/28 1:00-2:50	<p><b>Exam 1 (weeks 1-7)</b> <b>MSB Auditorium</b></p>	

**University of Florida  
College of Public Health & Health Professions Syllabus**

9	3/4 or 3/5	<p>Middle Childhood: Social-Emotional Development* Families Occupations *warning: child sexual abuse covered in this section</p> <p>Conditions: Sensory Processing Disorder</p>	<p>Module 6: Middle Childhood (LD)</p> <ul style="list-style-type: none"> <li>• Psychodynamic and Psychosocial Theories of Middle Childhood (skip Freud)</li> <li>• The Society of Children</li> <li>• Stressors in Middle Childhood (read entire section)*</li> </ul> <p>Ch. 7 Sensory Processing Disorder (COT)</p> <p><b>Journal Club:</b> Suarez-Balcazar, Y., Hoisington, M., Orozco, A. A., Arias, D., Garcia, C., Smith, K., &amp; Bonner, B. (2016). Benefits of a culturally tailored health promotion program for Latino youth with disabilities and their families. <i>American Journal of Occupational Therapy, 70</i>, 7005180080. <a href="http://dx.doi.org/10.5014/ajot.2016.021949">http://dx.doi.org/10.5014/ajot.2016.021949</a></p> <p><b>Journal Club 2 Reading Guide due 3/4 at 9:00am</b></p> <p><b>Childhood Observations and Report Assignment Due 3/8 at 11:59pm</b></p>
<b>Spring Break 3/11-3/15</b>			
10	<p>3/18 or 3/19</p> <p>Dr. Myers at AOTA Academic Leadership Meeting- no class meeting</p> <p><b>Asynchronous activities on Canvas</b></p>	<p>Adolescence: Physical Development and Cognitive Development</p> <p>Conditions: Muscular Dystrophy</p> <p><i>Introduction to Adolescent/Early Adulthood Occupational Profile/Interview Assignment (due 4/8)</i></p>	<p>Module 7: Adolescence (LD)</p> <ul style="list-style-type: none"> <li>• Why It Matters: Adolescence</li> <li>• Physical Development During Adolescence</li> <li>• Brain Development During Adolescence</li> <li>• Health During Adolescence</li> <li>• Cognitive Development During Adolescence</li> <li>• School During Adolescence</li> </ul> <p>Ch. 5 Muscular Dystrophy (COT)</p> <p><b>Journal Club Reflection 2 due 3/22 at 11:59pm</b></p> <p><b>Week 10 Study Guide Due 9:00am on 3/25</b></p>

**University of Florida  
College of Public Health & Health Professions Syllabus**

11	3/25 or 3/26	<p>Adolescence: Social-Emotional Development* Family and Peers Mental Health Occupations *warning: dating violence and suicide covered in this section</p> <p>Conditions: Mood Disorders Anxiety Disorders</p> <p><i>Learning Portfolio Update due 4/17</i></p>	<p>Module 7: Adolescence (LD)</p> <ul style="list-style-type: none"> <li>• Identity Formation</li> <li>• Social Development During Adolescence</li> <li>• Behavioral and Psychological Adjustment</li> </ul> <p>Ch.9 Mood Disorders &amp; Ch. 11 Anxiety Disorders (COT)</p>
12	<p>4/1 all students meet from 9:35-12:35 (PFF on 4/2)</p> <p>Asynchronous activities on Canvas</p>	<p>Early Adulthood: Physical, Cognitive, and Social-Emotional Development Occupations</p> <p>Conditions: Intellectual Disability</p> <p>I'm a College Student with a Disability. Stop Treating Me Like a Child (Samuel Habib) (23:38)</p>	<p>Module 8: Early Adulthood (LD)</p> <ul style="list-style-type: none"> <li>• Developmental Tasks of Early Adulthood</li> <li>• Physical Development in Early Adulthood</li> <li>• Cognitive Development in Early Adulthood</li> <li>• Education and Work</li> <li>• Theories of Early Adult Psychosocial Development</li> <li>• Emerging Adulthood</li> </ul> <p>Ch. 4 Intellectual Disability (COT)</p> <p><b>Week 12 Study Guide Due 9:00am on 4/8</b></p>
13	4/8 or 4/9	<p>Middle Adulthood: Physical and Cognitive Development Occupations</p> <p>Conditions: Revisiting Cerebral Palsy</p>	<p>Module 9: Middle Adulthood (LD)</p> <ul style="list-style-type: none"> <li>• Physical Development</li> <li>• Cognitive Development</li> </ul> <p>Review Ch. 2 Cerebral Palsy (pp. 28-29, Case 2) (COT)</p> <p><b>Adolescent/Early Adulthood Occupational Profile/Interview Assignment Due 4/8 at 9:00am</b></p>

**University of Florida  
College of Public Health & Health Professions Syllabus**

14	4/15 or 4/16	<p>Middle Adulthood: Social-Emotional Development</p> <p>Late Adulthood: Physical Development Cognitive Development Occupations</p>	<p>Cont. Middle Adulthood (LD)</p> <ul style="list-style-type: none"> <li>• Psychosocial Development in Midlife</li> </ul> <p>Module 10: Late Adulthood (LD)</p> <ul style="list-style-type: none"> <li>• Defining Late Adulthood</li> <li>• The “Graying” Population and Life Expectancy</li> <li>• Health in Late Adulthood: Primary Aging</li> <li>• Health in Late Adulthood: Secondary Aging</li> <li>• Cognitive Function in Late Adulthood</li> </ul> <p><b>Learning Portfolio Update due 4/15 at 9:00am</b></p>
15	4/22 or 4/23	<p>Cont. Late Adulthood Physical and Cognitive Development</p> <p>Late Adulthood: Social-Emotional Development* Occupations *warning: elder abuse covered in this section</p>	<p>Module 10: Late Adulthood (LD)</p> <ul style="list-style-type: none"> <li>• Psychosocial Development in Late Adulthood</li> <li>• Attitudes about Aging</li> </ul> <p><b>Journal Club:</b> Kim, H-J., Jen, S., Fredriksen-Goldsen, K.I., Race/Ethnicity and Health-Related Quality of Life Among LGBT Older Adults, <i>The Gerontologist</i>, 57, Issue suppl_1, February 2017, S30–S39. <a href="https://doi.org/10.1093/geront/gnw172">https://doi.org/10.1093/geront/gnw172</a></p> <p><b>Journal Club 3 Reading Guide due 4/22 at 9:00am</b></p>
16	<b>FINALS WEEK</b>	<b>Exam 2 (weeks 8-15) on 5/1, 10:00am-11:50am, G-101</b>	

### **Course Materials and Technology**

#### *Required Text- Open Source*

Lumen Learning (2019). *Lifespan development*. <https://courses.lumenlearning.com/wm-lifespandevelopment/>

#### *Required Texts*

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010.

<https://doi.org/10.5014/ajot.2020.74S2001>

Atchison, B. J. & Dirette, D. P. (2023). *Conditions in occupational therapy: Effect on occupational performance*. Wolters Kluwer. ISBN 1975153855

#### *Required Readings*

Journal Club articles will be assigned from peer-reviewed journals- see topical outline and Canvas for details

Access to additional required readings can be found on the Canvas coursesite.

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

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

### **Additional Academic Resources**

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

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

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

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

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

---

## Academic Requirements and Grading

### Assignments

Assignment due dates are provided in the course outline in this syllabus. All assignments are due no later than the beginning of class on the date assigned unless otherwise instructed. Late assignments will be subject to a 10% reduction in grade for each day late, and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

*Childhood Observations and Report (15 points; Due 3/8)*- For this assignment you will use the provided observation form to record and guide your observations of a child, ages 3 months – 6 years. Specifically, you will be observing and analyzing the relationship between the environment and the child's occupations and behaviors. You will then write a one-page report summarizing your findings. The instructions and grading rubric are available on Canvas.

*Adolescent/Young Adult Occupational Profile/Interview (12.5 points, Due 4/8)*- Occupational therapists use the occupational profile and client interview to learn about a client's strengths and limitations, their daily and meaningful occupations, and the environments in which they live and work. For this assignment, you will interview an adolescent (ages 13-18) or young adult (ages 18-25) and complete an occupational profile. You will then write a one-page report summarizing your findings. The instructions and rubric are available on Canvas.

*Study Guides (1/22, 2/26, 3/25, 4/8, 2.5 points each = 10 points total)*- Study guides will be completed during asynchronous/hybrid class weeks. These guides will help students to apply and understand content, as well as to study for exams. .

*Journal Club Reading Guides (3 points each = 9 points total; 1/29, 3/4, 4/22)*- Students will respond to prompts in each journal club article's reading guide in preparation for discussion of the article in class. The instructions and rubric are available on Canvas.

*Journal Club Reflections (5 points each = 10 points total; 2/5, 3/22)*- Students will respond to a reflective prompt related to the previous week's journal club article. The instructions and rubric are available on Canvas.

Exams- There are two exams for this course. Exam 1 (2/28) covers weeks 1-7. Exam 2 (5/1) covers weeks 8-16. Each exam is multiple choice.

Universal Design for Learning (UDL): 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 Canvas exams will be allocated at least 1 ½ the anticipated minutes for exam completion. For example, if I anticipate that a sixty-item exam should take students 72 minutes to complete, all students will be allowed at least 1 hour, 48 minutes to complete the exam.

Professional Identity (3 points)- Your identity as a professional occupational therapist is demonstrated by coming to class on time, being prepared, participating in class discussions and activities, and being respectful to peers and the instructor (see *Expectations Regarding Course Behavior* below). The professional identity rubric, available on the Canvas site, provides a list of criteria with points assigned. The instructor will be monitoring how you demonstrate your professional identity throughout the class and will meet with students who demonstrate lapses.

Learning Portfolio (pass/fail, due 4/15)- Students will update their portfolio with 2-3 new artifacts/captions. Students will attest to updating their portfolio and submit the link to Canvas. Dr. Myers will randomly review portfolios to ensure completion of this assignment. You must pass this assignment to pass the class.

**Grading\***

Requirement	Due date	% of final grade (% must sum to 100%)
Childhood Observations and Report Assignment	3/8	15
Adolescent/Early Adulthood Occupational Profile/Interview Assignment	4/8	12.5
Study Guides	1/22, 2/26, 3/25, 4/8	3 each x 4 = 12
Journal Club Reading Guides	1/29, 3/4, 4/22	3 reading guides x 3.5 = 10.5
Journal Club Reflections	2/5, 3/22	2 reflections x 3 = 6
Exam 1 and Exam 2	2/28, 5/1	20 points per exam = 40
Professional Identity	All semester	4
Learning Portfolio Update	4/17	Pass/Fail
	TOTAL	100

\*All assignments must be completed in order to pass this class.

Point system used (i.e., how do course points translate into letter grades).

**Example:**

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

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

More information on UF grading policy may be found at:

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

## Exam Policy

### 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** e-mail 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.

Student Grade Issues: If students have issues with a grade, they must submit their concerns in writing to the grading faculty member with documentation to support their position prior to meeting with that faculty member. Refer to the Grievance Policy in the OTD Student Manual.

### 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) A student who must be absent must notify the instructor via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
- b) See the “Policy Related to Make up Exams or Other Work” above related to missing exams.
- c) See the absence policy in the student manual for more information.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

---

## **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](http://www.multicultural.ufl.edu)

To create as inclusive a learning environment as possible, I will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. I strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. I seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.

## **Student Expectations, Roles, and Opportunities for Input**

**Expectations Regarding Course Behavior**

**Professional Behavior** is expected at all times, and can be defined as:

1. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
4. See the information on absences in "Attendance Policies" above and the Absence Policy in the *OTD Student Manual* published on the OTD program website. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
5. **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.
6. 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.
7. 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.
8. Professional attire in lectures and labs when there are guests, in all clinics and site visits.
  - a) Clean long khaki or black pants that remain fitted when moving and bending.
  - b) Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
  - c) Clean, closed toe shoes with adequate base of support.

- d) Jewelry & make-up kept to a minimum. No hats. No fragrances.
- 9. 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.
- 10. **Laptops/Tablets:** Laptops may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Topic instructors may further limit or prohibit the use of laptop used during presentations.

### **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.

### **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.

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Policy Related to Guests Attending Class**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via

<https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

---

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

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. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- 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.

---