

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6115C OT Clinical Skills - 2 (2 credits)
Fall 2019
Delivery Format: On-Campus
Course website: <http://lss.at.ufl.edu>

Instructor Name: Prerna Poojary-Mazzotta, PhD, OTR/L
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Office Hours: See canvas for details

Adjunct Faculty: Lindsey Telg
Email address: ltelg@phhp.ufl.edu

Preferred Course Communications:

EMAIL - Please make sure you copy BOTH -- the instructor, and the adjunct faculty to ALL emails unless the email pertains any confidential information in which case you can address the email to only the instructor.

Prerequisites: OTH 6002, OTH 6419 and OTH 6324

PURPOSE AND OUTCOME

Course Overview: OT Clinical Skills 2 is designed to provide hands-on opportunity to apply material learned in OTH 6002, OTH 6324 and OTH 6419. This course will put into practice the student's competency to first detect the need for occupational therapy intervention and next to select and apply the clinical and non-clinical approaches necessary to facilitate a client's occupational performance within his/her context. In order to prepare the student to evaluate and treat adult and elderly clients with differing conditions, emphasis will be placed on the development of problem-solving abilities and actual hands-on practice. Maintenance and prevention interventions will be included. The student will have the opportunity to further his/her knowledge and understanding of activity in relation to the performance of independent living through exposure to lectures, readings, evidence-based practice activities, video recordings, lab practices, and a service-learning project.

Relation to Program Outcomes

The course is situated in the fall semester, second year of the Doctor of Occupational Therapy program. During this semester, the specific application of previously acquired knowledge to more complex activities and issues of participation in adults and seniors is emphasized. Students learn the psychomotor skills associated with the provision of occupational therapy services across the continuum of care. Students develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of clinical competences in the core knowledge of occupational therapy. Activities are used to develop and evaluate individual student competencies. The focus is on instructional outcomes (Phase 1) related to the following curricular themes: human occupation and health, critical thinking for practice and scholarship, valuing of diversity, psychomotor skills, collaborative practice, and professionalism.

Course Objectives and Corresponding ACOTE Standard

Student Learning Objectives- Upon successful completion of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)
Demonstrate ability to identify safety concerns and address safety of self and others.	B.3.7. Safety to Self and Others	Critical Thinking for Practice and Scholarship
Use clinical reasoning to address client factors, performance patters, and performance skills through occupation-based evaluations and interventions focused on promotion, compensation, adaptation, and prevention.	B. 4.2. Clinical Reasoning B. 4.3 Occupation Based Intervention	Human Occupation and Health Critical Thinking for Practice and Scholarship
Design and train clients (i.e. individuals, groups) in activities that involve adaptations of processes and environmental modifications using health literacy and educational approaches.	B.4.21. Teaching-Learning Process and Health Literacy	Critical Thinking for Practice and Scholarship; Psychomotor Skills
Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support	B.4.9. Remediation and Compensation	Critical Thinking for

remediation and/or compensation within occupational therapy's domain of practice and/or client safety.	B.4.10. Provide Interventions and Procedures	Practice and Scholarship
Provide intervention using commercially available and fabricated assistive technology devices not limited to 3D printing for improved occupational performance.	B.4.11. Assistive technologies and devices	Critical Thinking for Practice and Scholarship; Collaborative practice
Apply concepts of use of orthotics and prosthesis to enhance ADL function and safety while enhancing occupational performance to improve quality of life.	B.4.12. Orthoses and Prosthetic Devices	Critical Thinking for Practice and Scholarship; Psychomotor Skills
Apply the concepts of grading and adapting to client-centered occupational therapy interventions, including those involving the environment.	B.4.18. Grade and Adapt Processes or Environments	Critical Thinking for Practice and Scholarship; Valuing of diversity; Psychomotor skills
Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings.	B.4.24. Effective Intraprofessional Collaboration B.4.25. Principles of Interprofessional Team Dynamics	Collaborative Practice; collaborative practice
Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent	B.4.22. Need for Continued or Modified Intervention	Critical Thinking for Practice and Scholarship;

continuation and/or modification of the intervention plan.		Collaborative practice, Psychomotor skills
Evaluate and provide recommendations and training to clients for physical transfers, wheelchair management, and mobility devices.	B.4.13. Functional Mobility	Critical Thinking for Practice and Scholarship; Psychomotor Skills
Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team.	B.4.28. Plan for Discharge	Critical Thinking for Practice and Scholarship; Collaborative Practice
Through a community project students will assess and evaluate the needs of a group of identified population and apply evidence based occupational therapy interventions to assist with needs resolution of the group.	B.3.4. Balancing areas of occupation, role in promotion of health and prevention	
Positively change behavior based on constructive feedback received in class.	n/a	Professionalism

Instructional Methods: During this course students will have the opportunity to:

- Practice differing methods of screening and evaluating daily living skills and natural environments and contexts.
 - Describe and apply principles of using daily living skills as a therapeutic modality, as well as types and purposes of adaptive equipment utilized in daily living skills training.
 - Demonstrate skills and techniques for daily living activities with persons with occupational performance problems, e.g., positioning, transfers and body mechanics, mobility, dressing, grooming, hygiene, health management, and homemaking.
 - Analyze common clinical and occupational performance problems associated with a variety of disabling conditions and critique criteria used to determine the need for occupational therapy intervention for various client situations.
 - Experience the problems inherent in performing activities of daily living with a disability and demonstrate the ability to clinically reason strategies to deal with a variety of client situations.
 - Examine physical, cognitive, psychosocial emotional, and environmental/ contextual factors that may affect a person's ability to perform independent living skills.
 - Describe and perform, in a simulated setting, a variety of OT treatment methods to enhance safety, wellness, and performance in ADLs, IADLs, work, play, and leisure that are used with clients with occupational performance problems, including the incorporation of environmental modifications and assistive technology principles.
 - Critically appraise and appropriately apply evidence from the literature related to the topical content of this course.
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DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: See the Fall Master Calendar for greater detail of daily activities and class preparation.

Week	Dates	Topics
1	08/20/2019-08/22/2019	The OT bedside manner- Soft skills in patient handling and patient care: Addressing the physical, psychosocial and cognitive domains
2	08/27/2019-08/30/2019	Patient handling and positioning: Approaches with a focus on the continuum of care
9/2/2019		LABOR DAY HOLIDAY
3	09/03/2019-09/05/2019	Functional mobility: Use of various DME and function in different contexts
4	09/10/2019-09/12/2019	Assistive technology: Use of low, medium and high tech AT (will include 3-d printing) Technology as intervention in rehabilitation – Dr. Romero Leisure (Assignments will be given in beginning of the term- flipped format)
5	09/17/2019-09/19/2019	Seating and wheelchairs: from traditional to modern- manual to electric
6	09/24/2019-09/26/2019	Transfers 1: Neuro (CVA, TBI, Spinal cord)
7	10/01/2019-10/03/2019	Activities of Daily Living: Basic and Instrumental – Perspectives across adulthood in various contexts
10/04/2019		HOME COMING WEEKEND
8	10/08/2019-10/10/2019	Transfers 2: Orthopedic conditions Transfers: Use of non-human contexts to reduce burden of care in caregiving
9	10/15/2019-10/17/2019	Functionality in Cardiopulmonary conditions: Energy Conservation, Joint protection and edema management
10	10/22/2019-10/24/2019	Transfers 3: ICU monitors, lines, catheters, etc.
11	10/29/2019-10/31/2019	Joint replacements: BADLs and IADLs
12	11/03/2019-11/09/2019	FIELDWORK
11/11/2019		VETERANS DAY HOLIDAY
13	11/12/2019-11/14/2019	Transfers check off and competency (<u>E 2</u>)

14	11/18/2019 and 11/19/2019	Prosthetics and Orthotics
15	11/25/2019 - 11/26/2019	Community Health Projects and Presentation: <u>(C 1) & (C 2) due</u> – Use Dr. Kreider’s classroom- Use entire class Monday and Tuesday 2 nd period
11/28/2019 - 11/29/2019		THANKSGIVING BREAK
16	12/02/2019- 12/03/2019	Assistive technology Makers lab presentations – Use sections A and B instead of 3 sections: <u>(A 1) & (A 2) due</u> Monday and Tuesday 2 nd period
17	12/09/2019 1.30 pm - 3.30 pm	Skills Written Exam: <u>(E 1) & (P 1) due</u>

* Required journal articles and preparatory activities will be posted on e-learning in the corresponding weekly or topic folder on course website.

Course Materials and Technology

Required Text:

Radomski, M.V. & Trombly-Latham, C.A. (Eds.). (2013). *Occupational Therapy for Physical Dysfunction- 7th ed.* Philadelphia, PA: Lippincott Williams & Wilkins.

Virtual web based- education platform:

This course will use EHR Go, a completely web-based educational electronic health record system. A subscription is required to use EHR Go, for a cost of \$65 per quarter (see additional options below). More details regarding creating your EHR Go account and purchasing your subscription will be provided when the course begins.

Quarter (up to 12 weeks): \$45

Semester (up to 16 weeks): \$65

Academic Year (up to 40 weeks): \$105

Annual (up to 12 months): \$120

Extended (up to 18 months): \$155

Two-Year (up to 24 months): \$195

Three-Year (up to 36 months): \$285

We will also be referring to textbooks:

- Crepeau, E., Cohn, E., & Schell, B. (Eds.). (2014) *Willard & Spackman's occupational therapy* (13th edition). Philadelphia: Lippincott, Williams & Wilkins.
- Sames, K. (2014). *Documenting occupational therapy practice* (3rd ed.) Boston: Pearson,
- Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module
<http://elearning.ufl.edu/>

Recommended Textbooks (Optional):

- Hinojosa, J. & Kramer, P. (Eds.). (2014). *Evaluation in occupational therapy: Obtaining and interpreting data* (4th ed.). Bethesda, MD: AOTA Press.
- Jacobs, M.A. & Austin, N.M. (2013). *Orthotic intervention for the hand and upper extremity* (2nd ed). Philadelphia: Lippincott Williams & Wilkins.
- Asher, I.E. (Ed.). (2014). *Occupational therapy assessment tools: An annotated index* (4th ed.). Bethesda, MD: AOTA Press.
- Gillen, G. (2015). *Stroke rehabilitation: A function-based approach*.
- Shumway–Cook A. & Woolacott, M. (2016). *Motor Control, Translating Research into Clinical Practice*. Philadelphia: Lippincott Williams and Wilkins.
- Zoltan, B. (2007). *Vision, Perception, and Cognition* (4th ed.). Thorofare, NJ: Slack, Inc.

Course website: <http://lss.at.ufl.edu>

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

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

Assignments: see course website for detailed description of assignments and exam study guides.

Assignment	Requirement	Percentage
C 1	Community Health Group Project presentation	20
C 2	Community Health Group Project paper	
A 1	Assistive Technology Makers lab presentation	20
A 2	Assistive Technology Makers lab paper	
E 1	Skills Written Exam	25
E 2	Transfers check off and competency	25
P 1	Lab Notebook and Participation Points	10
P2	Learning Portfolio	P/F (80% needed to pass)
	Total	100

Community Project:

You will complete a community project as a group with an identified population predetermined by your group and approved by Dr. Poojary-Mazzotta. Please remember, you need to get Dr. Poojary-Mazzotta's approval at every step. There is a rubric for your final community group paper and presentation. Please refer to canvas for the details.

Pass/Fail Competency Grades: Students must demonstrate competency (i.e., pass all elements in the competency assessment) in order to pass the course. Students failing to demonstrate competency will be provided feedback on what to study, practice, and/or rewrite in order to successfully pass the competency assessment. Students will be given three attempts to pass a competency assessment.

Lab Notebook Grades: Students must attain a passing grade for each lab notebook submission. Failing submissions will be returned to the student. Upon receipt, the student is responsible for improving the notebook within a specified timeframe, which is determined by the grading faculty member, until the notebook receives the passing grade. Students who miss a lab must attach a copy of the approved Excused Absence Petition Form to the completed lab sheet.

Learning Portfolio: During this class you will update the learning portfolio that you created in OTH 6722 Professional Development. You are responsible for updating your portfolio to include artifacts and reflections from the summer and fall semesters. At least one new artifact and reflection should be added to each theme. Dr. Myers will review all portfolios starting December 9th. This is a pass/fail grade. You must earn an 80% on the Portfolio Rubric (32 out of 40 points) to pass. You must pass the portfolio to pass the class. The Portfolio Rubric is located on Canvas.

Issue with a Grade: 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 the faculty member.

OTD Program Standard Grading Scale: For more information concerning program grading policies see *OTD Student Manual*. Please note that any grade below a C is considered a failing grade by the OTD program.

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

Example:

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

More information on UF grading policy may be found at:

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

Exam Policy: Attendance to all exams is mandatory. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. The written skills exams will be given in the classroom using Canvas. Multiple choice exams and short answer based are used to assess critical thinking in relation to knowledge and skills taught 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). Students who need accommodations for in-class exams must contact the Disability Resource Center and make arrangements prior to the exam.

Assignment Policy: **All assignments are due at the beginning of class time on the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction if accepted.**

All written assignments, whether for a practicum or classroom assignment are to be typed. 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.

Policy Related to Make up Work: All assignments are due at the beginning of class time on the date assigned unless otherwise instructed. Late assignments will be subject to a reduced grade of a maximum of 75% of total possible grade.

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.

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 24 hours of the technical difficulty if you wish to request a make-up.

Attendance Policies: 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 Dr. Poojary-Mazzotta (poojarymazzottap@php.ufl.edu) AND Dr. Myers ctmyers@php.ufl.edu 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 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/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional Behavior is always expected, 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 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>.
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.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

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.

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.

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