Course Overview
Level I fieldwork is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The student will learn to be part of the therapy team and professionally interact with clients and interdisciplinary teams. This fieldwork provides the opportunity for students to translate their professional behavior, observation skills, performance skills and clinical application of their knowledge into a clinical setting. These experiences may take place in hospitals, nursing homes, and outpatient clinics in the spring.

Relation to Program Outcomes
ACOTE Standard C.1.0. Fieldwork Education
Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and for professional role modeling. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.

Course Objectives/Fieldwork Objectives:

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>ACOTE Standard</th>
<th>Theme</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Through reflective activities and guided fieldwork experience, demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process.</td>
<td>B.4.1</td>
<td>Professionalism</td>
<td>Level 1 Fieldwork Evaluation</td>
</tr>
<tr>
<td></td>
<td>2. Apply and demonstrate effective professional behaviors on a day-to-day basis when working with clients/patients, multidisciplinary team members and teams.</td>
<td>B.7.4</td>
<td>Professionalism</td>
</tr>
<tr>
<td></td>
<td>3. Display professional behaviors consistent with the OT Code of Ethics and state regulatory requirements.</td>
<td>B.7.1</td>
<td>Professionalism</td>
</tr>
<tr>
<td></td>
<td>4. Inform a holistic understanding of psychosocial influences on occupational performance in the realm of pediatrics.</td>
<td>n/a</td>
<td>Human Occupation and Health</td>
</tr>
<tr>
<td></td>
<td>5. Given a patient case and the scope of your fieldwork practice setting, interpret evaluation findings to diagnose occupational performance and participation based on theory, evidence and interdisciplinary knowledge, to develop occupation based goals and intervention plans based on the stated needs of the client as well as the data gathered during the evaluation process in collaboration with the client and others.</td>
<td>B.4.2</td>
<td>Critical Thinking for Practice and Scholarship</td>
</tr>
<tr>
<td></td>
<td>6. Examine and apply direct occupational therapy interventions and procedures to a case study.</td>
<td>B.4.3 B.4.10</td>
<td>Critical Thinking for Practice and Scholarship</td>
</tr>
<tr>
<td></td>
<td>7. Through fieldwork experience, apply sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.</td>
<td>B.3.7</td>
<td>Critical Thinking for Practice and Scholarship</td>
</tr>
<tr>
<td></td>
<td>8. Document occupational therapy services to ensure accountability of service provision and to meet standards.</td>
<td>B.4.6</td>
<td>Critical Thinking for Practice and Scholarship</td>
</tr>
<tr>
<td></td>
<td>9. Given a patient case and guided fieldwork experience, consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.</td>
<td>B.1.2</td>
<td>Valuing of Diversity</td>
</tr>
<tr>
<td></td>
<td>10. Given a patient case and guided fieldwork experiences, delineate the roles of the healthcare and community providers necessary for care coordination, case management, and transition services.</td>
<td>B.4.20</td>
<td>Collaborative Practice</td>
</tr>
<tr>
<td></td>
<td>11. Develop a plan for discharge from occupational therapy services based on observation of a client in a pediatric setting, and considering team collaboration, client and caregiver.</td>
<td>B.4.28.</td>
<td>Collaborative Practice Critical Thinking for</td>
</tr>
</tbody>
</table>
needs, resources, and discharge environment.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Practice and Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Identify appropriate codes and/or other documentation necessary for appropriate reimbursement for occupational therapy services at a specific setting.</td>
<td>B.4.29 Critical Thinking for Practice and Scholarship</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE CONTENT**

**COURSE POLICY AND PROCEDURES: Level 1 Fieldwork**

Each student will be assigned to a 40 hour, one week Level 1 fieldwork. Facilities are available throughout Florida and in various regions of the country. A preference list of sites you would like to go to can be submitted through Exxat, the fieldwork database system.

The Academic Fieldwork Coordinator (AFWC) will make the final placement decisions and try to accommodate your preferences when possible. This course sequence is designed to meet the American Occupational Therapy Association guidelines for Level 1 Fieldwork Experience.

1. All students must have immunization, HIPAA and CPR requirements met prior to the start date of Level 1 fieldwork. Many sites are now requiring drug screens, fingerprints and background checks.

2. Student will complete wishlist in Exxat with five preferences in specific ranking order. One hour (as determined by Google Maps) will be considered possible commuting distance.

3. The AFWC will make assignments with available facilities.

4. The student will be notified of placements by a posting in the database system. The name and contact information for site will located there.

5. Six weeks* prior to the start date, the student should call or email the supervisor. (*except UF Health Acute Care and Orlando Health). Remember most fieldwork coordinators/educators are therapists and often difficult to get hold of. If you have emailed twice and are unsuccessful, try a **phone call to the site**, after that do not hesitate to contact the AFWC to help. Include the following in your initial contact:
   a. Be sure to thank them for the opportunity they are offering you to train with them.
   b. Include your full name and that you are a University of Florida Occupational Therapy student. Also include the dates with year that you will be there.
   c. Ask about any preparations you may need, such as vaccinations, influenza shot, drug test, fingerprinting or background checks. There may be a cost involved in these.
   d. Inquire about the start time, dress code, directions and parking.
   e. Inquire about specific evaluations or treatment modalities used onsite so that you can refresh your skills as necessary.
   f. Ask about specific physical expectations of the site, particularly if you have physical limitations. If accommodations are to be made, please notify the fieldwork coordinator and the Dean of Students Office.
   g. Be sure to check in the site file for any other information that may be pertinent.

6. Attendance: To meet the requirements of this fieldwork, students must complete one week full time at an assigned site. If due to illness or a similar emergency situation you must miss time, and you have not completed one week full time, you must make the time up missed. Any missed time requires an absentee form be turned in to the AFWC.

**Pediatric Level 1 Fieldwork Dates:**

March 6-12, 2022

Or

March 13-19, 2022
Topical Outline/Course Schedule: Any changes will be posted as an announcement in the course web site. Assigned readings are listed in Canvas.

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Learning Activities</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction To Course Typical Development</td>
<td>Review Syllabus  Typical/Atypical Development Check Lists</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/10</td>
<td>IFSPs</td>
<td>IFSP Case Study</td>
<td>Gateley &amp; Borcherding, p. 65, 192</td>
</tr>
<tr>
<td>3</td>
<td>1/17</td>
<td>MLK Day – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/24</td>
<td>Initial Evaluation</td>
<td>ClinEdWeb: Eve Watch: Interview (16:24) and Summary &amp; Goal Setting (6:23)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>The REAL Eve’s Evaluation (except for Sensory Profile)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/7</td>
<td>IEP Goals</td>
<td>Writing Goals for the IEP Review SFA/IEP Assignment Goals</td>
<td>Gateley &amp; Borcherding, p. 62-63 and 188-190, Sames, Chp. 22 (On Canvas)</td>
</tr>
<tr>
<td>7</td>
<td>2/14</td>
<td>ADL Goals &amp; SOAP Notes</td>
<td>ClinEdWeb: Eve Watch Meal Prep Video (27:06) and write SOAP note</td>
<td>Gateley &amp; Borcherding, pp. 225-226</td>
</tr>
<tr>
<td>8</td>
<td>2/21</td>
<td>Sensory Goals &amp; SOAP Notes</td>
<td>ClinEdWeb: Eve Review Sensory Documentation Watch Sensory Activities (7:46) and edit SOAP Note</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Adolescent and Adult Sensory Profile Self Questionnaire on ClinEdWeb</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2/28</td>
<td>Handwriting Goals</td>
<td>Handwriting Goals and Interventions Fieldwork Prep Pediatric Level 1 FW Ed and FW Student Relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/7</td>
<td>SPRING BREAK - FIELDWORK – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/14</td>
<td>FIELDWORK – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/21</td>
<td>Reflection and Review for Level 1 Fieldwork Interventions</td>
<td>Reflect on Level 1 Fieldwork FW Prep: &quot;A Day as an OT&quot;</td>
<td>Due March 20: Student Evaluation of the Fieldwork Experience Level 1, Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE), SOAP Note</td>
</tr>
<tr>
<td>12</td>
<td>3/28</td>
<td>Fieldwork and DEI</td>
<td>Guest Speaker: Sherry-Lynne Bredy</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Date</td>
<td>Topic(s)</td>
<td>Learning Activities</td>
<td>Readings</td>
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<tr>
<td>15</td>
<td>4/18</td>
<td>Review Level 2 FW Assignments: FWPE, SEFWE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4/25</td>
<td>Case Study Presentations</td>
<td>Due: Power Point and Oral Presentation</td>
<td></td>
</tr>
</tbody>
</table>

**Wednesday, April 20th - 12:00 – 1:00 pm: Part 3: Learning to be Resilient**

**Guest Speaker: Lindsey Telg**

Topics are not limited to those on this schedule and will be added as needed based on class questions.

**Course Materials and Technology**

**REQUIRED**

ClinEdWeb: Subscription to Pediatric Case Scenarios (Eve and Cole) - $35.00
Go to: [https://www.clinedweb.com/bundles/cole-and-eve-case-scenarios](https://www.clinedweb.com/bundles/cole-and-eve-case-scenarios)
Click: Buy
Sign in (if you already have an account) or create your account using your .edu email address. Once purchased, you will have access for **120 days**.

**RECOMMENDED**

Any additional required journal article readings, links for materials, and learning activities will be posted on theCanvas course website in the corresponding weekly and topic module [http://elearning.ufl.edu/](http://elearning.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](https://lss.at.ufl.edu/help.shtml)

**ACADEMIC REQUIREMENTS AND GRADING**

**Assignments/Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Lab Sheets (7)</td>
<td>Weekly</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td><strong>Fieldwork Assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Fieldwork Preparation Form SOAP Note – Level 1 Fieldwork Site</td>
<td>Feb 21st</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>Assignment</td>
<td>Due Date</td>
<td>Grade</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2. Fieldwork SOAP Note</td>
<td>March 20th</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>2. Student Evaluation of the Fieldwork Experience Level 1 (SEFWE)</td>
<td>March 20th</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>3. Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)</td>
<td>March 20th</td>
<td>P/F 42/66 to pass this section</td>
</tr>
<tr>
<td>Case Study PowerPoint and Presentation</td>
<td>April 25th</td>
<td>70/100</td>
</tr>
</tbody>
</table>

**Total:** All above assignments complete and passing grade on FWPE and Case Study.

**Lab Sheets:** Complete lab sheets in class and upload to Canvas. Due Weekly

**Fieldwork Preparation Form:** This form is posted in CANVAS. You will complete this form prior to going out on your Level 1 Fieldwork. Upload this form to canvas by February 21st.

**SOAP Note - Level 1 Fieldwork Site:** The template and grading rubric are posted in the fieldwork course on CANVAS. You will write this note based on a treatment session you participated in or observed while on your fieldwork experience. You are to write this note prior to the last day of your fieldwork and get feedback and a signature on it from your fieldwork educator. You will then need to make corrections and turn in both copies with the rubric stapled on top. Due March 20th.

**Student Evaluation of the Fieldwork Experience Level 1 (SEFWE):** This is the form your fieldwork educator will use to evaluate your performance during the onsite fieldwork week. This form is posted in Canvas and will also be emailed to your site fieldwork coordinator. Take a hard copy with you to discuss on your first day. After reviewing and signing the form make a copy for your records before submitting the scored and signed hard copy original at the beginning of class on March 20th.

**Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE):** This is the form your fieldwork educator will use to evaluate your performance during the onsite fieldwork week. This form is posted in Canvas. Take a hard copy with you to discuss on your first day. After reviewing and signing the form, make a copy for your records before submitting the scored and signed hard copy original. You will also need to upload this form into the student portal. The signed hard copy is due in class March 20th.

**Case Study PowerPoint and Presentation:** The template and rubric for this will be posted in the fieldwork course on Canvas. The PowerPoint and the oral presentation to a faculty member and small group of peers is due April 25th.

**Grades:** This is a pass/fail course. You must pass both the experiential section and the 2 assignments to pass the course. If you do not pass this course you will be required to repeat it prior to starting Level 2 Fieldwork. Grades will be S for Satisfactory Completion, U for Unsatisfactory Completion and I for Incomplete

Letter grade to grade point conversions are fixed by UF and cannot be changed.
*Must pass Fieldwork Evaluation and Soap Note/Case Study Presentation to pass this class.

For greater detail on the meaning of grades and university policies related to them, see the Registrar’s Grade Policy regulations at:  
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Policy Related to Make up 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 to Canvas and is 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.

Attendance Policies:
OTD students are required to attend all class activities. Attendance to all class activities is mandatory unless otherwise stated (e.g. optional activities). 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. Horwitz (hhorwitz@phhp.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 assignments.
   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. See the OTD Student Manual for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details:  https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Assignment Policies: 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 fieldwork 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 Required Attendance
This course requires the equivalent of one week full time work in a clinical setting. Any time missed must be made up. The absentee form found on the course website is required for any absences. Email it to the
Academic Fieldwork Coordinator. For information regarding the UF Attendance Policy see the Registrar website for additional details:

Please note all faculty are bound by the UF policy for excused absences. See the OTD Student Manual for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

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### STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

#### Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the OTD Student Handbook.

**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 Handbook published on the OTD program website. All faculty are bound by the UF policy for excused absences. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

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) UF OT Polo, Collared, adequately fitting shirt that is neither clingy nor revealing and remains discreetly tucked into pants when reaching and moving. No T-shirts.
      a. Alternative: Scrubs for in class and labs
   c) Clean, **closed toe shoes** with adequate base of support.
   d) Jewelry & make-up kept to a minimum. No hats. No fragrances.
   e) Face Masks
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.

Professionalism and COVID-19

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.

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.

Expectations Regarding Course Behavior at Fieldwork Site:
Students will be expected to wear professional dress as determined by the clinical site. The default profession dress is the UF OT polo and dress slacks and closed toed shoes.

Communication Guidelines at Fieldwork Sites:
While at your fieldwork site follow site guidelines for cell phone use. Note that most sites do not allow cell phone use during clinical time, this includes checking text messages or using your phone for time keeping.

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/.

**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 www.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. **Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Beth Roland broland@ufsa.ufl.edu, is highly encouraged.**

If you require fieldwork accommodations because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu prior to fieldwork assignment of placement. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework and fieldwork.

**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.
College of Public Health and Health Professions: 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

Changing your Canvas Display Name: 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.