

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**Department of Occupational Therapy**  
**OTH 6812: Pediatric Level 1 Fieldwork (2 credits)**

Semester: Spring

Delivery Format: On-Campus and Individual Site Locations as assigned.

Course materials <http://elearning.ufl.edu/>

Instructor Name: Heidi Horwitz, MEd, OTD, OTR/L

Office Number: HPNP 2113

Phone number: 352-273-6023

Email Address: [horwitz@phhp.ufl.edu](mailto:horwitz@phhp.ufl.edu)

Office Hours: Mondays, 2:45 – 3:45 pm

Preferred Course Communications: email or office hours

\*Please note that your email messages are important to me, but it may take some time for me to respond depending on my schedule that week. Please allow me 24 hours during the week and 48 hours on the weekend to respond to email.

Prerequisites: OTH 6002 & OTH 6539. Concurrent Enrollment: OTH 6933, OTH 6726

## **PURPOSE AND OUTCOME**

### **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, outpatient clinics, early intervention centers and schools during spring break or the week after spring break.

### **Relation to Curriculum Design**

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:**

<b>Student Learning Objective</b>	<b>ACOTE Standard</b>	<b>Curricular Theme</b>	<b>Assignment</b>
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.	B.4.1	Professionalism	Level 1 Fieldwork Evaluation

2. Apply and demonstrate effective professional behaviors on a day-to-day basis when working with clients/patients, multidisciplinary team members and peers.	B.7.4	Professionalism	Level 1 Fieldwork Evaluation
3. Display professional behaviors consistent with the OT Code of Ethics and state regulatory requirements.	B.7.1	Professionalism	Level 1 Fieldwork Evaluation
4. Inform a holistic understanding of psychosocial influences on occupational performance in the realm of pediatrics.	n/a	Human Occupation and Health	Fieldwork Intervention Presentation
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.	B.4.2	Critical Thinking for Practice and Scholarship	Fieldwork Intervention Presentation
6. Examine and apply direct occupational therapy interventions and procedures to a case study.	B.4.3 B.4.10	Critical Thinking for Practice and Scholarship	Fieldwork Intervention Presentation
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.	B.3.7	Critical Thinking for Practice and Scholarship	Level 1 Fieldwork Evaluation
8. Document occupational therapy services to ensure accountability of service provision and to meet standards.	B.4.6	Critical Thinking for Practice and Scholarship	Intervention Lab Sheet
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.	B.1.2	Valuing of Diversity	Intervention Lab Sheet
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.	B.4.20	Collaborative Practice	Fieldwork Intervention Presentation
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 needs, resources, and discharge environment.	B.4.28.	Collaborative Practice Critical Thinking for Practice and Scholarship	Fieldwork Intervention Presentation
12. Identify appropriate codes and/or other documentation necessary for appropriate reimbursement for occupational therapy services at a specific setting.	B.4.29	Critical Thinking for Practice and Scholarship	Fieldwork Intervention Presentation

### Required Course Materials

Gateley, C. A. & Borchering, S. (2017) Documentation Manual for Occupational Therapy SOAP Notes (4th ed). Thorofare, NJ: SLACK.

ICE Videos Subscription:

- <https://videos.icelearningcenter.com/universityoffloridapt>
- Password: ice@UFL!pt

### RECOMMENDED

Mulligan, S., (2014) *Occupational Therapy Evaluation for Children: A Pocket Guide*, 2<sup>nd</sup> ed.

Any additional 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/>

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
- <https://lss.at.ufl.edu/help.shtml>

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## DESCRIPTION OF COURSE CONTENT

### COURSE POLICY AND PROCEDURES: Level 1 Fieldwork

During spring break or the week after, each student will be assigned to a one week Level 1 fieldwork (minimum: 34 hours).

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.

Facilities are available throughout Florida and in various regions of the country. You may submit a preference list of sites you would like to go to through Exxat, the fieldwork database system, in December/January. You may be required to travel up to 60 miles/60 minute to your fieldwork site.

The Academic Fieldwork Coordinator (AFWC) makes the final placement decisions. The AFWC will try to accommodate your preferences, when possible, but due to changes in clinical site staffing shortages and COVID restrictions, only a limited of sites may be available. If you do not choose to accept the fieldwork site that is assigned to you, this may delay your ability to complete the course sequence and result in changes to your graduation date.

All students must have immunization, HIPAA and CPR requirements met prior to the start date of fieldwork. Many sites are now requiring drug screens, fingerprints and background checks. Please see the Student Fieldwork Manual and Exxat for more information.

1. The student will be notified of placements by a posting in Exxat. The name and contact information for site will located there.
2. 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 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. These files are located in the CANVAS course files.
3. 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.
  4. This course sequence is designed to meet the American Occupational Therapy Association guidelines for Level 1 Fieldwork Experience.

**Pediatric Level 1 Fieldwork Dates:**

**March 12-18, 2023**

**Or**

**March 19-25, 2023**

**Topic Outline/Course Schedule:**

**Room 1107**

<b>Week</b>	<b>Date</b>	<b>Course Topic(s)</b>	<b>In Class Learning Activities</b>	<b>Readings, Videos &amp; Assignments</b>
1	1/9	Introduction To Course Requirements for Pediatric Level 1 Fieldwork and Level 2a/2b Fieldwork	Review Syllabus Fieldwork Requirement Form	<b>Due January 15: Fieldwork Requirement Form</b>
<b>2</b>	<b>1/16</b>	<b>MLK Day – NO CLASS – Watch Developmental Milestones Videos</b>		
3	1/23	Developmental Milestones	Developmental Milestone Cards	<b>Due January 23: Developmental Milestone Cards</b>
4	1/30	El Interventions (0-3 years)	Intervention Lab Sheet	Gateley & Borcharding, p. 192
5	2/6	Young Children Interventions (3-5 years) & Goals	Intervention Lab Sheet	Gateley & Borcharding, pp. 62-63, 232 & 225-226.
6	2/13	Middle Children Interventions (6-12) years)	Intervention Lab Sheet	
7	2/20	School Interventions	Intervention Lab Sheet	Gateley & Borcharding, pp. 62-63, 188-190 & 232; Sames, Chp. 22 (On Canvas)

Week	Date	Course Topic(s)	In Class Learning Activities	Readings, Videos & Assignments
8	2/27	Handwriting Interventions	Intervention Lab Sheet	<b>Due February 26: Fieldwork Preparation Form</b>
9	3/6	Sensory Interventions	Sensory Diet Lab Sheet	<b>Due March 5: Intervention Handout Part 1</b>
	<b>3/13</b>	<b>SPRING BREAK/FIELDWORK – NO CLASS</b>		
<b>10</b>	<b>3/20</b>	<b>FIELDWORK – NO CLASS</b>		
11	3/27	Resilience Module 1	Review of Resilience Strategies and FW Reflection	<b>Due March 26:</b> <ul style="list-style-type: none"> <li>• <b>Student Evaluation of the Fieldwork Experience Level 1 (SEFWE)</b></li> <li>• <b>Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)</b></li> </ul>
12	4/3	Resilience Module 2	Challenging Situations: Student's Performance Skills	
13	4/10	Resilience Module 3	Challenging Situations: Communication with Fieldwork Educator	
<b>14</b>	<b>4/17</b>	<b>NO CLASS (ALC &amp; AOTA Conference) - Watch Level 2 Fieldwork Preparation Video &amp; Complete Quiz</b>		
15	4/24	Resilience Module 4	Challenging Situations: Microaggressions while on Fieldwork	<b>Quiz Due: April 23</b>
16	5/1 Room 1107	Fieldwork Intervention Presentations	<b>Due: Fieldwork Intervention Presentation &amp; Intervention Guide Part 2</b>	<b>Fieldwork Intervention Form, Intervention Handout #2 (Fieldwork) &amp; Presentation due: May 1</b>

Topical Outline/Course Schedule are subject to change. Any changes will be posted as an announcement in the course web site.

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments/Grading

<i>Requirement</i>	<i>Due date</i>	<i>Points</i>
Class Assignments		
1. Fieldwork Requirement Form	Jan 15	Complete/Incomplete
2. Developmental Milestone Cards	Jan 23	Complete/Incomplete

3. Lab Sheets	Weekly	Complete/Incomplete
4. Intervention Guide Part 1	March 5	Complete/Incomplete
5. Level 2 FW Quiz	April 23	80% and above
Fieldwork Assignments		
1. Fieldwork Preparation Form	Feb 26	Complete/Incomplete
2. Student Evaluation of the Fieldwork Experience Level 1 (SEFWE)	March 26	Complete/Incomplete
3. Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)	March 26	P/F 42/66 to pass this section
4. Intervention Guide Part 2 & Fieldwork Intervention Presentation	May 1	Complete/Incomplete
		<b>All above assignments complete and passing grade on FWPE and Intervention Presentation</b>

#### Assignments:

**Fieldwork Requirement Form:** Complete the form demonstrating your understanding of your Level 2 Fieldwork requirements. **Due January 15<sup>th</sup>.**

**Developmental Milestone Cards:** Complete an index card for each age group (birth to 6 years old) for a variety of developmental skills (fine motor, gross motor, cognition/sensory, self-help, language. This will be completed and checked for completion in class. Use these cards as a reference during pediatric fieldworks. This is an in-class assignment that will be completed on **January 23.**

**Intervention Lab Sheets (including Sensory Lab Sheet):** 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. **Due February 26.**

**Student Evaluation of the Fieldwork Experience Level 1 (SEFWE):** This is the form you will use to evaluate your fieldwork site. This form is posed in Canvas. It does not need to be reviewed by your fieldwork educator. Please complete and upload this form to Canvas by **March 26.**

**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 and will also be emailed to your site fieldwork coordinator/educator. Take a hard copy with you to discuss on your first day. After reviewing and signing the form (**both you and your fieldwork educator**) submit the scored and signed copy to Canvas. You must score a 42/66 to pass this class. **Due March 26.**

**Fieldwork Preparation Quiz:** After watching the Fieldwork Preparation Video, complete the quiz to demonstrate your knowledge about Level 2 Fieldwork. **Due April 23**

**Intervention Handout Part 1:** Based on each of the intervention labs, you will create a handout for each week (using Canva). You may assign each person in your group to one of the 5 topics/weeks. The handout will describe the intervention, relation to OTPF components, and grading. At the end of the semester, the handouts will be combined with the one you create on fieldwork into an intervention guide that will be distributed to all students in a pdf format.

**Fieldwork Intervention Presentation:** This assignment will have 3 parts:

- Fieldwork Intervention Form: Background Information on a Child You Observed on Fieldwork
- Intervention Handout Part 2 (like Intervention Handout Part 1 but based on an intervention you see on fieldwork)
- Intervention Presentation: You will present background on the child you observed on fieldwork and your Intervention Handout

**Due May 1**

**Grades:** This is a pass/fail course. You must pass all class assignments and fieldwork assignments including the FWPE 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.

Letter Grade	I	NG	S-U
Grade Points	0.0	0.0	42.0

\*Must pass Level 1 Fieldwork Evaluation to pass this class.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### Policy Related to Make up Work

All assignments are due on the due date, as assigned, unless otherwise instructed. Late assignments are subject to a grade reduction of 10% per day late unless instructor approval is received. For assignments that are completed or turned in on Canvas, any requests for make-ups or to turn in work 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 me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Attendance:

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.

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:

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 ([horwitz@php.ufl.edu](mailto:horwitz@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 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:**

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 APA7 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.

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### **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.

### **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.

### **Support Services for Counseling and Student Health**

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

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

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

### **Expectations Regarding Course Behavior**

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**

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.

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.

For more information for email and discussion posts see *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **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.ua.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.ua.ufl.edu/public-results/>.