**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
OTH 6527C Special Topics: Occupation-based Practice and Rehabilitation for Children and Youth  
(3 credits)  
Spring: 2020  
Delivery Format: On-Campus

Instructor Name: Consuelo Kreider, PhD, OTR/L  
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Phone Number: 352-273-6621  
Email Address: ckreider@ufl.edu  
Office Hours: Mondays 11:40-12:30 pm or by appointment made via email to ckreider@ufl.edu  
Teaching Assistant: Ms. Sharon Medina sharonmedina@phhp.ufl.edu  
Preferred Course Communications: ckreider@ufl.edu via UF email (please do not communicate with me via Canvas)

Course Times:  
- **Section A**: Mondays 3rd period & Thursdays 3rd & 4th periods  
- **Section B**: Mondays 4th period & Tuesdays 3rd & 4th periods

Classrooms: HPNP G-301A; Lab classroom 1105/1107

**Prerequisites**  
OTH 6437: Occupation-based Practice and Rehabilitation: Physical Domain and OTH 6620C: Occupation-based Practice and Rehabilitation: Cognitive, Perceptual, Social Domains with a grade of C or higher; or equivalent coursework with permission of the instructor.

**PURPOSE AND OUTCOME**

**Course Overview**

This course addresses occupation-based practice for children and youth with impairments resulting in rehabilitation needs. Students will learn to facilitate occupational performance of clients and their families across occupational therapy domains and through the occupational therapy process as related to rehabilitation.

**Relation to Program Outcomes**

This course is situated in the spring 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 children and youth is emphasized. Students develop theoretically sound, evidence-based, and occupation-based interventions grounded upon the analysis and application of clinical competences in the core knowledge of occupational therapy for children and youth. The course builds upon knowledge and skills for adult clients that as taught in the fall semester. Laboratory activities are used to develop and evaluate individual student competencies. The focus is on instructional outcomes, from Phase 1 of the curriculum framework, related to the following curricular themes: critical thinking for practice and scholarship, psychomotor skills, collaborative practice, professionalism, and valuing of diversity.

**Course Objectives and/or Goals**

<table>
<thead>
<tr>
<th>Student Learning Objectives- Upon successful completion of the course, students will be able to:</th>
<th>ACOTE Standard(s)</th>
<th>Curricular Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to identify safety concerns and address safety of self and others.</td>
<td>B.3.7. Safety of Self and Others</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Apply occupational therapy models of practice and/or theoretical frameworks to the selection of appropriate standardized and/or non-standardized assessments for evaluating occupational performance and creating</td>
<td>B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference</td>
<td>Critical Thinking; Valuing of Diversity</td>
</tr>
<tr>
<td>Intervention Plans</td>
<td>B.4.4 Standardized and Nonstandardized Screening and Assessment Tools</td>
<td>B.4.5. Application of Assessment Tools and Interpretation of Results</td>
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<tr>
<td>Administer assessment tools using appropriate procedures and protocols related to practice with children and youth.</td>
<td>B.4.5 Application of Assessment Tools and Interpretation of Results</td>
<td>Psychomotor Skills</td>
</tr>
<tr>
<td>Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools related to practice with children and youth in rehabilitation and hospital settings.</td>
<td>B.4.7. Interpret Standardized Test Scores</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy’s domain of practice and/or client safety for children and youth in rehabilitation and hospital settings.</td>
<td>B.3.5 Effects of Disease Processes</td>
<td>Critical Thinking: Psychomotor Skills</td>
</tr>
<tr>
<td>Apply the concepts of grading and adapting to client-centered and/or family-centered occupational therapy interventions, including those involving the environment.</td>
<td>B.4.18. Grade and Adapt Processes or Environments</td>
<td>Critical Thinking: Psychomotor Skills</td>
</tr>
<tr>
<td>Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings for children and youth.</td>
<td>B.4.24. Effective Interprofessional Collaboration</td>
<td>Collaborative Practice</td>
</tr>
<tr>
<td>Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan.</td>
<td>B.4.22. Need for Continued or Modified Intervention</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Determine appropriate specialists and community agencies for client and family referrals.</td>
<td>B.4.26. Referral to Specialists</td>
<td>Collaborative Practice</td>
</tr>
<tr>
<td>Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team.</td>
<td>B.4.28. Plan for Discharge</td>
<td>Critical Thinking: Collaborative Practice</td>
</tr>
<tr>
<td>Positively change behavior based on constructive feedback received in class.</td>
<td>n/a</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Instructional Methods:** Include on-line and in-class lecture, online PowerPoint slides, and readings, as well as posted preparatory learning activities and quizzes, individual and/or group assignments, lab experiences, and competency and objective evaluations.

This course includes blended learning activities and, when appropriate, will interweave concepts from other current and prior OTD courses.
### DESCRIPTION OF COURSE CONTENT

#### Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Readings/Preparation/Assignments</th>
</tr>
</thead>
</table>
| 1    | 1/6     | Introduction to Course OT for Children and Youth in the ICU, Acute Care, Inpatient Rehabilitation, Outpatient Rehabilitation | Case-Smith Ch. 26 Hospital & Pediatric Rehabilitation Services  
Hattjar, 2019. Chapter 4 (on Canvas) (skim)  
Novak et al., 2019 Effectiveness of paediatric occupational therapy for children with disabilities. [https://doi.org/10.1111/1440-1630.12573](https://doi.org/10.1111/1440-1630.12573) (focus on Results section and Figures 2 & 3)  
DUE: GQ_Wk1_Ch26GQ1,2,3  
DUE: LabWS_Wk1_(1)Ch.26-PedsHospital&Rehab(2)Hatjar-Ch4(3)Novak2019 |
| 1    | 1/7(9)  | NICU  
• Infant handling, positioning, feeding  
• Parents | Case-Smith Ch. 22 NICU  
DUE: Quiz_Wk2_(1)Ch22NICU  
DUE: GQ_Wk2_Ch22GQ1,3,4,5,6,8  
DUE: LabWS_Wk2_NICU,Goals,Prox&DistalOutcomes |
| 2    | 1/13    | NICU & Transition to Home and Infant/Toddler Intervention  
• Case studies: goal-setting and intervention planning  
• data driven decision-making  
• proximal & distal outcomes | Video lecture: Infant & Toddler Interventions  
DUE: ReflectionPrep_Wk3_(1)InfantToddlerVideo(2)Marcus2009  
DUE: LabWS_Wk3_Infant&Toddler |
| 3    | 1/21(23) | NICU & Transition to Home and Infant/Toddler Intervention  
• Case studies: goal-setting and intervention planning  
• data driven decision-making  
• proximal & distal outcomes | Case-Smith Ch. 20 Sensory Integration Theory Lab: Expected outcomes of interventions to improve sensory processing; SI goal-writing & documentation (GAS)  
DUE: Quiz_Wk4_Ch20SI,VideoLecture,May-Benson2018,Mailoux2007  
DUE: GQ_Wk4_Ch20GQ1,2,3  
DUE: LabWS_Wk4_SI&GAS |
| 4    | 1/27    | Sensory Integration Theory Lab: Expected outcomes of interventions to improve sensory processing; SI goal-writing & documentation (GAS)  
1/28 | Video lecture: Sensory Integration  
Video case: [https://www.youtube.com/watch?v=iisAf381WM](https://www.youtube.com/watch?v=iisAf381WM)  
May-Benson et al., 2018. Identifying and Measuring Outcomes in Ayres Sensory Integration (on Canvas)  
Mailloux et al. 2007. Goal attainment scaling… [https://doi.org/10.5014/ajot.61.2.254](https://doi.org/10.5014/ajot.61.2.254)  
DUE: Quiz_Wk4_Ch20SI,VideoLecture,May-Benson2018,Mailoux2007  
DUE: GQ_Wk4_Ch20GQ1,2,3  
DUE: LabWS_Wk4_SI&GAS |
| 5    | 2/3     | Sensory Integration Assessment | Schaaf et al., 2015. Chapter II.2 Step 2: Conducting the Comprehensive Assessment (on Canvas)  
DUE: Quiz_Wk5_Schaaf2015  
DUE: LabWS_Wk5_SI-Assessment |
<table>
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<tr>
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</table>
| 6    | 2/10 2/11(13) | Sensory Integration Interventions & Fidelity                            | Miller et al., 2009. Perspectives on sensory processing disorder…  
Villasenor et al., 2019. A systematic review of sound-based intervention…  
Video lecture: Auditory & Vestibular Interventions  
Video lecture: Arousal State Regulation  
DUE: ReflectionPrep_Wk6_(1)Miller(2)  
Villasenor(3)AuditoryVideo(4)ArousalStateVideo  
DUE: LabWS_Wk6_SI-Inter,Audit,Vestib,ArousalState |
| 7    | 2/17 2/18(20) | Motor Control/Motor Learning & Occupational Performance in Neurodevelopmental & Neuromotor Populations Assessment & intervention for posture and distal motor control | Case-Smith Ch. 16 Application of Motor Control and Motor Learning (focus on Process of Motor Learning)  
Case-Smith Ch. 29 Neuromotor Conditions: CP  
DUE: Quiz_Wk7_(1)Ch16Motor,(2)Ch29CP  
DUE: GQ_Wk7_Ch16GQ5,6_Ch29GQ1,2,5  
DUE: LabWS_Wk7_MotorPrinciples,ProcessOfMotorLearning, CP |
| 8    | 2/24 2/25(27) | Motor Control/Motor Learning & Occupational Performance in Neurodevelopmental & Neuromotor Populations Assessment & intervention for posture and distal motor control, cont. | Ramey & DeLuca Ch 6 Assessment Tools to Measure Upper Limb Function and Impact of Therapy (on Canvas)  
Case-Smith Ch. 18 (pp457-461, 474-479)  
DUE: ReflectionPrep_Wk8_(1)Ramey&DeLucaCh6Assessment , (2)C-S_Ch18AssignedPages  
DUE: LabWS_Wk8_MotorAssessTools,TxPrinciples  
DUE: Professionalism_Self-assessment |
| 9    | 3/2-3/6       | Spring Break                                                             |                                                                                                                                                                                                                                                                                                                                                         |
| 10   | 3/9-3/13      | Level 1 Fieldwork                                                        |                                                                                                                                                                                                                                                                                                                                                         |
| 11   | 3/16 3/17(19) | Feeding, Eating, Oral Motor Skills & Swallowing in Children             | Case-Smith Ch. 10 Assessment & Treatment of Feeding, Eating & Swallowing  
Marcus & Brenton Ch2: Dev. Of Oral-Motor Skills (on Canvas)  
DUE: Quiz_Wk11_Ch10Feed,Eat,Swallow_Marcus&BrentonCh2  
DUE: GQ_Wk11_Ch10GQ2,4,5  
DUE: LabWS_Wk11_Feeding,Eat,Swallow |
|      | 3/17          | [3:30 – 5:00; Location TBD] Exam 2: Focus: Weeks 4-8                     |                                                                                                                                                                                                                                                                                                                                                         |
(2) Beery VMI [https://youtu.be/eB54MhAtPAc](https://youtu.be/eB54MhAtPAc)  
(3) Beery VMI scoring [https://youtu.be/shW7R7t5jal](https://youtu.be/shW7R7t5jal)  
Pfeiffer et al., 2015. Developmental Test of VMI: An Effective Outcome Measure…  
DUE: ReflectionPrep_Wk12_OccMotor,BeeryVMI,TVPS,Pfeiffer2015  
DUE: LabWS_Wk12_OccMotor,BeeryVMI,TVPS |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Readings/Preparation/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>4/17</td>
<td>New Grad Panel/Potluck Noon-1pm in 1105/1107</td>
<td>Mandatory for all students to attend- This event will help you get ready for fieldwork!</td>
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<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic(s)</td>
<td>Readings/Preparation/Assignments</td>
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<td>Additional readings/preparation (video, reflections)/lab assignments will be posted on course website in the corresponding week. Be sure to stay updated by regularly checking the course website.</td>
</tr>
</tbody>
</table>
| 16   | 4/20    | Trauma-informed Care | Warner et al., 2014. The Body Can Change the Score: Empirical Support for Somatic Regulation in the Treatment of Traumatized Adolescents. [https://doi.org/10.1007/s40653-014-0030-z](https://doi.org/10.1007/s40653-014-0030-z)  
Cook et al., 2005. Complex Trauma in Childhood. [https://doi.org/10.3928/00485713-20050501-05](https://doi.org/10.3928/00485713-20050501-05) (skim)  
|      | 4/21 (All sections) | 10:40-11:30] Fostering resilience in pediatric populations |  |
| 17   | MON 4/27 | Exam 3: Focus: Weeks 11-14 & 16 |  |

**Course Materials and Technology**

Classes are posted on Canvas and are accessed via E-learning Support Website: [http://elearning.ufl.edu/](http://elearning.ufl.edu/). Access to a tutorial that includes the May 2017 upgrade: [https://community.canvaslms.com/videos/1124-canva](https://community.canvaslms.com/videos/1124-canva-overview-students).

**LockDown Browser**: Exams and quizzes are administered on canvas and require use of the Respondus LockDown Browser. You are required to install the Respondus LockDown Browser and ensure its functionality prior to the first scheduled quiz. Please use the “LockDown Browser Practice Quiz” on the course website to ensure functionality of the LockDown Browser application. For additional information regarding Canvas and the Respondus LockDown Browser, please refer to [https://lss.at.ufl.edu/help/Student_Help](https://lss.at.ufl.edu/help/Student_Help).

**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. Some lab learning activities will require focused experiential learning with no devices allowed during the laboratory activity. The instructor(s) may further limit or prohibit the use of laptop or electronic devices used during presentations and learning activities.

**Required Course Materials & Textbooks:**

4. AOTA membership [www.aota.org](http://www.aota.org)
5. 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/](http://elearning.ufl.edu/)
6. Required technology
   a. Laptop computer or tablet for in-class use
   b. Respondus LockDown Browser
ii. Wikipage regarding UF e-learning, including Respondus LockDown Browser
https://lss.at.ufl.edu/help/Student_Help

c. Microsoft Office 365 ProPlus: https://it.ufl.edu/services/gatorcloud-microsoft-office-online, then select “Go to Service” link (Additional technology are available to students @ https://software.ufl.edu/student-agreements/)
d. Off-campus UF Library access: https://cms.uflib.ufl.edu/offcampus

e. Hand-held/portable scanner (e.g., CamScan app on phone or tablet) or other means of uploading onto course website pdf scan of hardcopies/activities completed while still in class.

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments
Exams (50% total, 1/28, 3/17, 4/27): This course includes three multiple choice, multiple answer, matching, and true/false exams that cover lecture, lab, and required preparations and homework (e.g., guiding questions). Exams are used to assess critical thinking in relation to knowledge and skills taught in the course and multiple-choice questions 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).
- Exams will be given in person on Canvas using the Respondus LockDown Browser at a time scheduled outside of regularly scheduled class times; all sections will take the exam at the same time. Students are responsible for ensuring the working state of their LockDown Browser app prior to arriving for the exams.
- The exams will not be cumulative, but may build on knowledge gained throughout the semester and will thus draw on retained knowledge from prior exams.

Quizzes (8% total: due Mon 8 AM 1/13, 1/27, 2/3, 2/17, 3/16, 3/30) Multiple choice quizzes will be used to assess your understanding and preparedness to engage with content within the assigned prep (e.g., videos, readings). Quizzes will be administered using the Respondus LockDown Browser.
- All quizzes will be timed and are open book or open note. However, they are NOT multiple device; in other words, only your quiz-taking electronic device may be used/open during the quiz administration – no other electronic devices may be used during the quiz.
- Students must affirm the honor pledge upon completion of each quiz in order to receive credit for the quiz. “On my honor, I have neither given nor received unauthorized aid in doing this assignment/quiz.”
- This will be affirmed via a separate “quiz” that is due by 8:05 AM on the day the quiz is due. The honor pledge “quizzes” will not contribute toward your grade. If the honor pledge is not affirmed, a score of zero will be assigned by the instructor to the corresponding graded quiz.

Reflection Preps (11% total; due Tue 8 AM 1/21, and Mon 8 AM 2/10, 2/24, 3/23, 4/6, 4/20) Some assigned preparations (i.e., readings, videos) will be assessed via students’ reflections upon the assigned preparatory activities. Students will be provided with specific prompts to demonstrate their reflective understanding of the assigned preparation.

Guiding Questions (11% total, due Mon 8 AM 1/13, Tue 8 AM 1/21, Mon 8 AM 2/3, 2/24, 3/23, 4/6) Chapters from Case-Smith textbook begin with a section “Guiding Questions”. Students will be prompted to generate thoughtful responses to specific (i.e., assigned) Guiding Questions as a strategy to assist with consolidating and focusing information contained within the assigned chapter readings.

Lab Worksheets (10% total, Due 11:59 PM on the day after your assigned lab section): Labs will include lab worksheets completed during or upon each lab throughout the semester.
- Criteria for full credit include completion of all lab work, thoughtful responses to critical thinking questions, and evidence of appropriate team collaboration during group activities.
- Most lab activities cannot be made up if class is missed, therefore not all parts of the lab worksheet may be eligible for points when a lab day is missed.
• The lowest score for a single lab worksheet assignment will be dropped and will not contribute toward your grade.

Professionalism (4% total, self-assessment due 2/29, assessed throughout the semester): Student professionalism will be observed throughout the course and monitored.
• The Professionalism Rubric (see Canvas for the rubric) will be used to guide the instructor in monitoring professionalism and will be used to guide the instructor's assignment of the professionalism grade.
• Students will also complete a self-assessment at midterm in order to facilitate awareness of their professionalism performance within this class, and can generate ways to improve it, as needed. This self-assessment will be graded and will contribute to your grade.
• Please see the Professional Behavior section of this syllabus for more information on expectations for this course.

Pediatric OBP & Rehabilitation Competency (6% total & Pass/Fail, week of 4/13): Students will be given instructions for the Competency preparation in class ahead of the Competency. Students will be required to have a thorough knowledge of all the course work before the competency. The student will be assigned time slot(s) ahead of time. During this time, the students will be questioned about the specific clinical presentation in addition to the role of occupational therapy and use of other disciplines in effectively managing the rehabilitation potential of the assigned client.
• All students must pass the competency.
• Students who pass on the first attempt will receive 90 - 100% of available points (no prompts = 100%, 1 prompt = 95%, 2 prompts = 90%; if require 3 or more prompts, student must repeat the competency).
• Students who pass on the second attempt will receive 80 - 90% of available points (no prompts = 89%, 1 prompt = 85%, 2 prompts = 80%; if require 3 or more prompts, student must repeat the competency).
• Students who pass on the third attempt will receive 70 - 80% of available points (no prompts = 79%, 1 prompt = 75%, 2 prompts = 70%; if require 3 or more prompts, student must repeat the competency until satisfactory performance is demonstrated for a maximum score of 70%).

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3)</td>
<td>1/28, 3/17, 4/27</td>
<td>50% total</td>
</tr>
<tr>
<td>Quizzes (6)</td>
<td>1/13, 1/27, 2/3, 2/17, 3/16, 3/30</td>
<td>8% total</td>
</tr>
<tr>
<td>Reflection Preps (6)</td>
<td>1/21, 2/10, 2/24, 3/23, 4/6, 4/20</td>
<td>11% total</td>
</tr>
<tr>
<td>Guiding Questions (6)</td>
<td>1/13, 1/21, 2/3, 2/24, 3/23, 4/6</td>
<td>11% total</td>
</tr>
<tr>
<td>Lab Worksheets</td>
<td>Due throughout the semester</td>
<td>10% total</td>
</tr>
<tr>
<td>Professionalism</td>
<td>All semester &amp; 2/29</td>
<td>4% total</td>
</tr>
<tr>
<td>Pediatric OBP &amp; Rehabilitation Competencies</td>
<td>Week of 4/13</td>
<td>6% and Pass/Fail</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading: This class uses the OTD Program Standard Grading Scale. For more information concerning program grading policies see OTD Student Manual.

**OTD Program Standard Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage Points Earned</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>70-76</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A grade lower than C will result in retaking this course. Please see the OTD Student Manual for details. Letter grade to grade point conversions are fixed by UF and cannot be changed.
For greater detail on the meaning of letter 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 Attendance, Exams, Make up Exams, Assignments and/or Other Work: All course assignments are due on the day noted in the syllabus unless otherwise negotiated with instructor in advance of the due date. Make-up examinations and assignments will be provided at the discretion of the instructor; late assignments may be accepted, or not accepted, at the discretion of the instructor with grade penalty for late submission. Points associated with lab/classroom activities that are graded and in-class quizzes (scheduled and unscheduled) cannot be made-up when class is missed. OTD students are required to attend all course and program activities. For detailed description of these policies see the OTD Student Handbook.

- Exams will be administered to all sections simultaneously outside of the typically scheduled class time. Exams will be conducted in person via personal laptop or tablet in a classroom at the HPNP building or within the Health Science Center.
- Makeup exams will not be given without prior arrangements with the Course Instructor. “Prior” is defined in the OTD Student Handbook. Failure to do this will result in a zero grade for that test or assignment.
- Emergencies have to be documented (such as a medical exemption).
- Undocumented absence from an exam or an assignment will result in a score of “0” on that assignment. Makeup exams that are given due to authorized absence may be oral exams
- All assignments are due by class start time on the date assigned, unless otherwise notified.
- Pass/Fail Competency Grades: Students must demonstrate competency (i.e., pass all elements in the competency assessments) in order to pass the designated courses below. Students failing to demonstrate competency will be provided feedback on what to study, practice, and/or rewrite in order to successfully pass any failed competency assessment. Students will be given three attempts to pass a competency assessment.

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

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

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 me (ckreider@ufl.edu) AND Dr. Myers ctmyers@phhp.ufl.edu via email prior to the anticipated absence, if possible.
   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.

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

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

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

1. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.

2. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.

3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.

4. See the information on absences in “Attendance Policies” above and the Absence Policy in the OTD Student 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. You are also expected to:
   - Be on time for class
   - Stay until class is dismissed
   - Silence your cellular phone
   - Be courteous by refraining from chatter, eating, getting up during class, and other distracting behaviors
   - Not look at external material during class (newspaper, Facebook, twitter, etc.)
   - Arrange with the instructor in advance if you cannot attend class and prepare a specific plan to make up missed class work.

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://sccr.dso.ufl.edu/process/student-conduct-code/](https://sccr.dso.ufl.edu/process/student-conduct-code/)
- [http://www.graduateschool.ufl.edu/](http://www.graduateschool.ufl.edu/)

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/](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.bluerja.com/ufl/](https://ufl.bluerja.com/ufl/). Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results/](https://gatorevals.aa.ufl.edu/public-results/).

I value and take seriously the feedback provided through the course evaluation system. I use your student feedback to make specific improvements to the course, assignments, and to my teaching style. However, it is important to realize that your course evaluation and the feedback provided through the course evaluation system have a direct influence on faculty tenure and promotion.

**SUPPORT SERVICES**

**Accommodations for Students with Disabilities:** Your success in this class is important to me, and it is the policy and practice of the university to be accessible consistent with federal and state law. Students with
disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **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, Lisa Diekow ldiekow@ufl.edu, is highly encouraged.**

The Disability Resource Center 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 so that we can work together to meet your specific needs and the requirements of the course. Students with disabilities should follow this procedure as early as possible in the semester. The Disability Resource Center offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the Disability Resource Center. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Counseling and Student Health:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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: https://counseling.ufl.edu/. On line and in person assistance is available.
- You Matter We Care website: https://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 https://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Please 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.

I use principles of Universal Design for Instruction/Learning (UDL) within my teaching and course design. UDL involves implementation of instructional principles and strategies that are designed to be largely inclusive of the learning needs of a broad and diverse range of learners.

Consistent with principles of UDL, exams given in class will be allocated at least 1 ½ the anticipated minutes for completion. For example, if I anticipate that a five-item assessment should take students 5 minutes to complete, all students will be allowed at least 8 minutes to complete the assessment. Additionally, all students may create and bring a single-sided notes page that they create as a memory aide for use during the exams. The single-sided notes page must be brought as a hardcopy and must have your name printed at the top of the page. The blank back-side of the notes page may be used as scratch paper during the exam. All notes pages must be submitted at the end of the exam.

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. I welcome feedback that will assist me in improving the usability and experience for all students. If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. Together we can plan how best to design the course and coordinate your accommodations.