**University of Florida**
**College of Public Health & Health Professions Syllabus**
**OTH 6700 Advocacy and Interprofessional Skills**
**(2 credits)**
Spring 2024
Delivery Format: On-Campus
Tuesdays: Section A 8:30 – 10:25 am; Section B 10:40 – 12:35 pm

Instructor Name: **Becky Piazza, OTD, MS, OTR/L, BCPR**
Room Numbers: G114
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Office Hours: HPNP Room 2110 Mondays and Tuesdays 12:45-1:45 pm or by appointment
Preferred Course Communications: email

**Prerequisites**

OTH 6848 Level 2 Fieldwork I, OTH 6849 Level 2 Fieldwork II and OTH 6819 Competency

**PURPOSE AND OUTCOME**

**Course Description**

Integration of knowledge and skills to advocate for patients and programs by influencing regulatory environment, and refinement of evaluation of skills in interprofessional communication and collaboration.

**Course Overview:** This course will address the role of occupational therapists as advocates for their clients, communities and the profession through influencing the regulatory environment (policy development & policy making), and working effectively in interdisciplinary teams (collaboration, education and communication).

**Relationship to the curriculum:** This course is occurs after fieldwork and builds upon the students' previous coursework and experiences in service delivery and interdisciplinary teams.

**Course Objectives and/or Goals**

| Student Learning Objectives- Upon successful completion of the course, students will be able to: | ACOTE Standard(s) | Curricular Theme(s) | Assessment |
|---|---|---|---|
| In a consultative role, propose a plan to implement and evaluate a community health and wellness program in partnership with inter and intraprofessional colleagues. | B.4.19. Consultative Process Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.<br>B.4.25. Principles of Interprofessional Team Dynamics (see below) | Collaborative Practice; Professionalism | Consultation Plan for Community Health Programs Intraprofessional Collaboration Paper |
| Identify, use, and evaluate strategies that facilitate effective team collaboration during intervention planning and delivery to | B.4.23. Effective Communication Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible | Collaborative Practice; Professionalism | IPLH Intraprofessional Collaboration Paper OT and Dentistry IPE synchronous class |

| promote client health and wellness. | manner that supports a team approach to the promotion of health and wellness.<br>B.4.25. Principles of Interprofessional Team Dynamics<br>Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. | | |
| --- | --- | --- | --- |
| Using a case study, determine OT and OTA roles for client care and identify and model appropriate supervision techniques. | B.4.24. Effective Intraprofessional Collaboration<br>Demonstrate effective intraprofessional OT/OTA collaboration to:<br>- Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.<br>-Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants. | Collaborative Practice; Professionalism | OT & OTA case description & demonstration |
| Analyze how current policy and regulations at the national and state levels influence the delivery of occupational therapy services, especially for populations experiencing health inequities and disparities. | B.5.1. Factors, Policy Issues, and Social Systems<br>Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy. | Critical Thinking Valuing of diversity | Policy analysis and advocacy paper |
| Advocate for policies, regulations, or healthcare delivery systems that would enhance the profession of occupational therapy to meet occupational needs of persons, groups, or populations. | B.5.2. Advocacy<br>Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs. | Critical Thinking | Policy analysis and advocacy paper |
| Apply the principles of instructional design to develop a guest lecture for OT students on a specific assessment or intervention. | B.6.6. Preparation for Work in an Academic Setting<br>Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting. | Professionalism | Guest Lecture Plan |

| Promote the profession of occupational therapy by describing how occupational therapy can benefit individuals, communities, or populations. | 5.7.3. Promote Occupational Therapy Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. | Professionalism | IPLH Letter to editor/legislator |
| --- | --- | --- | --- |

**Instructional Methods:** This class will include synchronous and blended learning (small group work and meetings). Students will integrate knowledge obtained in prior courses and fieldwork experiences with new knowledge and skills to attain learning objectives.

**Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture may be provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

Course material will be presented in a variety of formats, using both live and online recordings and live training. Pre- and post-class assignments may include text-readings, PowerPoint presentations, online quizzes, and videos. Students will be expected to discuss and apply pre-class assignment materials. Both in class and online discussions will be required.

*What is expected of us?*

We, you and me, will actively engage in the course throughout the semester by arriving to class prepared. Familiarity with required content and completion of out-of-class assignments demonstrates preparation. Preparation provides the knowledge and/or practice needed to engage in higher levels of learning during our class sessions. Lack of preparation for face-to-face learning opportunities could cause undue stress and struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Our active participate in class fosters a rich course experience for our learning community that facilitates overall mastery of the course objectives.

*Interprofessional Learning in Healthcare (IPLH)*
IPLH is an online asynchronous activity conducted through Canvas, that requires student interprofessional teams to work together to complete 3 tasks.  Two tasks are completed in Module 1, and the third is in Module 2.  The work submitted, as well as brief quizzes, reflections, have points associated with them, and the overall experience is a pass/fail experience.

2024 Module 1 dates:  Tuesday, January 16 – Friday, February 2nd.

Tasks:  1) Complete a Root Cause Analysis (RCA) worksheet addressing the patient safety event(s), and 2) Complete an Acuity Scale addressing needed efforts to address social determinants of health and trauma informed/responsive care.  For both of these tasks, students are provided worksheets to complete and submit as a team.

2024 Module 2 dates:  Monday, February 5th – Friday, February 23d.

Task:  3) Create an infographic that communicates a component of the End the Epidemic campaign.  Student teams work together to complete an infographic on an aspect of the campaign of their choosing.  These are submitted in Canvas.

The UF IPE office will communicate with students about the start of the activity and overall instructions. We begin IPLH the week after spring semester classes start so students have a week to get settled into spring academic routines.

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule:** Refer to Canvas for details

| Week | Dates | Topic | Readings/Assessment |
|------|-------|-------|---------------------|
| 1 | Tuesday 1/9 | Intro to course<br>Advocacy Through an Art Perspective<br>Introduce Policy and Advocacy Project | *Refer to Canvas for detailed readings and assignments |
| 2 | *Tuesday 1/16<br>*All Sections meet 8:30-10:25 am in **CG-024** | Critical Policy Analysis (IDEA and transition to adulthood)<br>Introduction to Policy Worksheet<br>Refine topic for Policy and Advocacy Project | What is a Regulation? |
| **IPLH Module 1 dates: Tuesday January 16th – Friday February 2nd**<br>Task 1: Complete a Root Cause Analysis (RCA) worksheet addressing the patient safety event(s).<br>Task 2: Complete an Acuity Scale addressing social determinants of health and trauma informed/responsive care. | | |
| 3 | Tuesday 1/23<br>*All Sections meet in **CG-024** | **Guest Artist Rebecca Welch Part I**<br>Critical Policy Analysis through Art Participation<br>Policies/legislation relevant to society & client advocacy | |
| 4 | Tuesday 1/30 | Critical Policy Analysis<br>• Mental Health Parity<br>• Home Health Services and OT<br>Identification of barriers: federal and state regulations and reimbursement<br>Advocating for changes in service delivery policy<br>Analyze the trends and models of service delivery | How to Trace Federal Regulations |
| **IPLH Module 1 dates: Monday February 5th – Friday February 23rd**<br>Task 3: Create an infographic that communicates a component of the End the Epidemic campaign. | | |
| 5 | Tuesday 2/6<br>*All Sections meet in **CG-024** | **Guest Artist Rebecca Welch Part II**<br>Policy Analysis & Advocacy Plan Introduction<br>*Identification of policy and critical analysis* | FOTA Governmental Affairs<br>AOTA Advocacy<br>Amplify OT |
| 6 | Tuesday 2/13 | Policy Analysis & Advocacy Plan Continued<br>*Advocating for changes in service delivery policy* | Assignment 1 Policy Analysis and Advocacy artifact due Sun. 2/18 |
| 7 | *Tuesday 2/20<br>*All Sections meet 8:30-10:25 am in **CG-024** | **Guest Speaker Dr. Sarah Mairs OTD, OTR/L:** Advocacy and Self-Efficacy in a Community Based Adaptive Sports and Recreation Program (2023 capstone project)<br><br>OT and OTA Collaboration<br>*Policies/legislation relevant to OT (e.g., licensure, reimbursement)* | Review OT/OTA Supervision Statutes |
| 8 | Tuesday 2/27 | Interprofessional Collaboration and Effective Communication Introduction: *Team STEPPS 2.0 and Core Competencies for Interprofessional Collaborative Practice*<br><br>Policy Analysis, Advocacy Plan, Zine Presentations | Complete TeamSTEPPS intro training |

| 9 | Tuesday 3/5 | Interprofessional Collaboration and Effective Communication Introduction: *Team STEPPS 2.0 and Core Competencies for Interprofessional Collaborative Practice*<br><br>Love a Nurse, PT, or SLP 3 minute Presentations | Core Competencies from IPEC<br>Assignment 2 Interprofessional collaboration reflection paper due Sun. 3/10 |
|---|---|---|---|
| | | **UF Spring Break 3/11-3/15** | |
| 10 | Tuesday 3/19 | Graduate Professional Education: Blooms Taxonomy | Principles of Adult Learning & Instructional Systems Design |
| | | **AOTA Conference 3/21-23** | |
| 11 | Tuesday 3/26 | Graduate Professional Education: Assessing Learning Outcomes | |
| 12 | *Tuesday 4/2 *All Sections meet 8:30-10:25 am in **CG-024** | Promoting Occupational Therapy – Advocacy Skills *AOTA, FOTA, WFOT* | Assignment 3a Letter to editor/legislator due Sun. 4/7 |
| 13 | Tuesday 4/9 | Consulting Process in Occupational Therapy Introduction *Consultation: Roles, models, & reimbursement structures* | Assignment 4 Guest lecture plan due Sun. 4/14 |
| | **Friday 4/12 10:30-2 pm** | **Virtual Interprofessional Collaboration with 2nd year UF College of Dentistry Students** | *Participation required in IPE artifact development |
| 14 | Tuesday 4/16 | Health & wellness: A community and population approach | Assignment 5 OT & OTA Collaboration due Sun. 4/21<br><br>Assignment 3b due Sun. 4/21 |
| 15 | Tuesday 4/23 | Development & Evaluation of community health and wellness programs | Assignment 6 Consultation Plan for Community Health Programs due Wed 4/24 |

*A detailed course outline will be provided in Canvas and provides more information for required readings, assignments, quizzes, and material to bring to class.*

**Course Materials and Technology**
Required reading assignments will be posted on e-Learning (Canvas) course website for each class accessed via E-learning Support Website: http://elearning.ufl.edu/ or accessed through the UF Health Science Center Libraries, the American Occupational Therapy Association website, or other related resources.

Required Texts:
All reading materials and resources are listed below and provided on Canvas. These include:
- Excerpts and resources from: *Kansas University Community ToolBox Justice Action Toolkit* https://ctb.ku.edu/en/justice-action-toolkit
- Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel.* Washington, D.C.: Interprofessional Education Collaborative. https://ipec.memberclicks.net/assets/2011-Original.pdf
- Interprofessional Education Collaborative. (2016). *Core competencies for interprofesional collaborative practice: 2016 update*. Washington, DC: Interprofessional Education Collaborative.

https://ipec.memberclicks.net/assets/2016-Update.pdf

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

**Additional Academic Resources**

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

**ACADEMIC REQUIREMENTS AND GRADING**

**Assignments**
For detailed description of the assignments and grading rubrics see the class Canvas website. Students may be eligible for assignment extensions; students requesting an extension should make the request prior to the due date. Additional assignments turned in past the deadline (without permission) will be considered late. There will be a 5% reduction in the final assignment grade for each 24 hour period that the assignment is late. For example, if the assignment receives a 90%, but is turned in 12 hours late, the final assignment grade will be 85%,

**Worksheets & Quizzes:** This course also includes worksheets and/or quizzes that guide you through course content. Content in the worksheets can be bulleted and concise notes to support your learning. All worksheets must be uploaded by the stated due date. They will be reviewed and graded for completeness.

| Assignment Category | OTH6700 Assignments | ACOTE standard assessed | Due Date | Weighted percentage |
|---|---|---|---|---|
| **Policy and Advocacy** | *Assignment 1*. Policy analysis and advocacy Project | B.5.1, B.5.2 | Sun 2/18 | **30%** |
| | *Assignment 2*. Interprofessional Collaboration Paper | B.4.23, B.4.25 | Sun 3/10 | |
| | *Assignment 3*. Letter to editor/legislator (submitted and copy turned in) | B.5.7.3 | 3a. Sunday 4/7 3b. Sunday 4/21 | |
| **Experiential Learning** | Advocacy through Art Participation Part 1 Advocacy through Art Participation Part 2 Virtual OT and Dentistry Interprofessional Collaboration Class | B.4.23 5.7.3 | Tuesday 1/23 Tuesday 2/6 Friday 4/12 | **20%** |
| **Professionalism: Individual Accountability** | • *Assignment 4*. Guest Lecture Plan<br>• *Assignment 5*. OT & OTA case description & demonstration<br>• Various active learning collaborative assignments, individual worksheets, and/or quizzes | B.6.6<br><br><br>B.4.24 | Sun 4/14 Sun 4/21 | **20%** |
| **Professionalism: Peer Colleague Accountability** | • *Assignment 6.* Consultation Plan for Community Health Programs<br>• Love a Nurse, PT, or SLP Presentation<br>• Various active learning collaborative assignments, group worksheets and/or presentations, , and/or quizzes | B.4.19,<br><br>B.4.25 | Wed 4/24<br><br>Mon 3/4 | **30%** |

**Assignment Policy**

Assignment due dates are provided in the course outline in this syllabus. All assignments are **due by the indicated due date in Canvas, unless otherwise instructed.** Late assignments will be subject to a 10% reduction in grade for each day late and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor.

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

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

**OTD Program Standard Grading Scale:** For more information concerning program grading policies see *OTD Student Manual*. Please note that a C- grade is considered a failing grade by the OTD program.
Point system used (i.e., how do course points translate into letter grades).

**Example:**

| Points earned | 93-100 | 90-92.99 | 87-89.99 | 83-86.99 | 80-82.99 | 70-79.99 | 67-69.99 | 63-66.99 | 60-62.99 | 0-59.99 |
|---|---|---|---|---|---|---|---|---|---|---|
| Letter Grade | A | A- | B+ | B | B- | C | D+ | D | D- | E |

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

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Structure of Peer Teaching**

Research has shown that peer teaching and peer learning has been shown to be highly effective. This form of mutual learning will be utilized during active collaborative learning in class to promote increased independence and better preparation for critical thinking for practice and scholarship.

**Exam Policy***: N/A – no exam in this course

**Policy Related to Attendance**

**Attendance to all class activities is mandatory**.  All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided.

If possible, faculty should be informed of absences **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

a) A student who must be absent must notify Dr. Piazza (bsumm@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

Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations/#text). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Attendance to program and course activities is required.  For a review of the OTD Attendance policies and documentation requirements see the OTD Student Handbook. Emergency issues will be handled on an individual basis.

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.aspxte

**Policy Related to Make up Work**

Any work that is submitted late, or any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence (the ticket number received from the Help Desk when the problem was reported to them. The ticket number 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.

**Inclusive Learning Environment**

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.

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

**Diversity Statement**

*"I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class."*

**SUPPORT SERVICES**

**Accommodations for Students with Disabilities**
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

**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.

**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* or the websites provided.

1. **Professional Behavior** is always expected, and can be defined as:
- Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
- 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.aspxte .
- 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.
- 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.

- Students are expected to actively participate in discussions and class 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 the professional role.

2. **Lecture notes and/or Power Point** slides are provided solely <u>at the discretion</u> 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.

3. **Laptops/Tablets:** Computers may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use computers in class for any other reason. Topic instructors may further limit or prohibit the use of computer used during presentations.

**Communication Guidelines**
Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily.

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

**Recording Within the Course:**

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

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises

involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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

**Policy Related to Guests Attending Class:**

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

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