Purpose and Outcome

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

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

**Course Objectives and Corresponding ACOTE Standard**

<table>
<thead>
<tr>
<th><strong>Student Learning Objectives- Upon successful completion of the course, students will be able to:</strong></th>
<th><strong>ACOTE Standard(s)</strong></th>
<th><strong>Curricular Theme(s)</strong></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 to Self and Others</td>
<td>Critical Thinking for Practice and Scholarship</td>
</tr>
</tbody>
</table>
| Use clinical reasoning to address client factors, performance patterns, and performance skills through occupation-based evaluations and interventions focused on promotion, compensation, adaptation, and prevention. | B. 4.2. Clinical Reasoning  
B. 4.3 Occupation Based Intervention | Human Occupation and Health  
Critical Thinking for Practice and Scholarship |
<p>| Design and train clients (i.e. individuals, groups) in activities that involve adaptations of processes and environmental modifications using health literacy and educational approaches. | B.4.21. Teaching-Learning Process and Health Literacy | Critical Thinking for Practice and Scholarship; Psychomotor Skills |
| Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within | B.4.9. Remediation and Compensation | Critical Thinking for |</p>
<table>
<thead>
<tr>
<th>Occupational Therapy’s Domain of Practice and/or Client Safety</th>
<th>B.4.10. Provide Interventions and Procedures</th>
<th>Practice and Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide intervention using commercially available and fabricated assistive technology devices not limited to 3D printing for improved occupational performance.</td>
<td>B.4.11. Assistive Technologies and Devices</td>
<td>Critical Thinking for Practice and Scholarship; Collaborative Practice</td>
</tr>
<tr>
<td>Apply concepts of use of orthotics and prosthesis to enhance ADL function and safety while enhancing occupational performance to improve quality of life.</td>
<td>B.4.12. Orthoses and Prosthetic Devices</td>
<td>Critical Thinking for Practice and Scholarship; Psychomotor Skills</td>
</tr>
<tr>
<td>Apply the concepts of grading and adapting to client-centered occupational therapy interventions, including those involving the environment.</td>
<td>B.4.18. Grade and Adapt Processes or Environments</td>
<td>Critical Thinking for Practice and Scholarship; Valuing of diversity; Psychomotor skills</td>
</tr>
<tr>
<td>Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings.</td>
<td>B.4.24. Effective Intraprofessional Collaboration</td>
<td>Collaborative Practice; 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</td>
<td>B.4.22. Need for Continued or Modified Intervention</td>
<td>Critical Thinking for Practice and Scholarship;</td>
</tr>
<tr>
<td>Task</td>
<td>Section</td>
<td>Domain</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>continuation and/or modification of the intervention plan.</td>
<td></td>
<td>Collaborative practice, Psychomotor skills</td>
</tr>
<tr>
<td>Evaluate and provide recommendations and training to clients for physical transfers, wheelchair management, and mobility devices.</td>
<td>B.4.13. Functional Mobility</td>
<td>Critical Thinking for Practice and Scholarship; Psychomotor Skills</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 for Practice and Scholarship; Collaborative Practice</td>
</tr>
<tr>
<td>Understand and assess use of an electronic medical record system through use of cases across various health care settings and in the community.</td>
<td>B 4.15. Use of technology in Practice</td>
<td></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:** During this course students will have the opportunity to:

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/24/2020 - 08/28/2020</td>
<td><strong>Online lecture:</strong> Class introduction, EHR Go, Class Assignments for the term, Pain etc.</td>
</tr>
<tr>
<td>2</td>
<td>08/31/2020 - 09/04/2020</td>
<td><strong>The OT bedside manner:</strong> Soft skills in patient handling and patient care: Addressing the physical, psychosocial and cognitive domains</td>
</tr>
<tr>
<td></td>
<td>09/07/2020</td>
<td><strong>LABOR DAY HOLIDAY</strong></td>
</tr>
<tr>
<td>3</td>
<td>09/08/2020 - 09/11/2020</td>
<td><strong>Patient handling and positioning:</strong> Approaches with a focus on the continuum of care and sleep hygiene with disorders. Delirium and transfers introduction, 6-clicks assessment</td>
</tr>
<tr>
<td>4</td>
<td>09/14/2020 - 09/19/2020</td>
<td><strong>Cranial Nerve involvement and performance deficits:</strong> Assessment and intervention <strong>Transfers 1:</strong> ICU monitors, lines, catheters, etc. Use of Lifts</td>
</tr>
<tr>
<td>5</td>
<td>09/21/2020 - 09/25/2020</td>
<td><strong>Transfers 2:</strong> Neuro (CVA, TBI, Spinal cord): AM-PAC</td>
</tr>
<tr>
<td>6</td>
<td>09/28/2020 - 10/01/2020</td>
<td><strong>Activities of Daily Living:</strong> Basic and Instrumental – Perspectives across adulthood in various contexts (Cooking, meal prep, etc. Use KELS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>HOME COMING WEEKEND</strong></td>
</tr>
<tr>
<td>7</td>
<td>10/05/2020 - 10/09/2020</td>
<td><strong>Transfers 3:</strong> Orthopedic conditions Transfers: Use of non-human contexts to reduce burden of care in caregiving (HEP assignment)</td>
</tr>
<tr>
<td>8</td>
<td>10/12/2020 - 10/16/2020</td>
<td><strong>Joint replacements:</strong> BADLs and IADLs (slings, insurance reimbursement for DME)</td>
</tr>
<tr>
<td>9</td>
<td>10/19/2020 - 10/23/2020</td>
<td><strong>Seating and wheelchairs:</strong> from traditional to modern-manual to electric Functional mobility: Use of various DME and function in different contexts</td>
</tr>
<tr>
<td>10</td>
<td>10/26/2020 - 10/30/2020</td>
<td><strong>Technology as intervention in rehabilitation Assistive technology:</strong> Use of low, medium and high-tech AT (will include 3-d printing) <strong>Leisure</strong> (Assignments will be given in beginning of the term- flipped format)</td>
</tr>
<tr>
<td>11</td>
<td>11/02/2020 - 11/06/2020</td>
<td><strong>Functionality in Cardiopulmonary conditions:</strong> Energy Conservation, Joint protection and edema management</td>
</tr>
<tr>
<td>12</td>
<td>11/09/2020 – 11/13/2020</td>
<td><strong>Reimbursement:</strong> <strong>Value Based Purchasing</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VETERANS DAY HOLIDAY</strong></td>
</tr>
<tr>
<td>13</td>
<td>11/16/2020 - 11/20/2020</td>
<td><strong>Transfers check off and competency</strong></td>
</tr>
<tr>
<td></td>
<td>Date Range</td>
<td>Event Description</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>11/23/2020 - 11/24/2020</td>
<td>Assistive technology Makers lab presentations: Adapted schedule: 2nd and 3rd period only</td>
</tr>
<tr>
<td></td>
<td>11/30/2020 – 12/04/2020</td>
<td>FIELDWORK</td>
</tr>
<tr>
<td>16</td>
<td>12/07/2020 – 12/09/2020</td>
<td>Fall Prevention and Safety</td>
</tr>
<tr>
<td></td>
<td>12/10/2020 – 12/11/2020</td>
<td>READING DAYS</td>
</tr>
<tr>
<td>17</td>
<td>12/14/2020 - 12/18/2020</td>
<td>Skills Written Exam: Adapted schedule: 2nd and 3rd period only</td>
</tr>
</tbody>
</table>

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

**Course Materials and Technology**

**Required Text:**

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

Quarter (up to 12 weeks): $45  
**Semester (up to 16 weeks): $65**  
Academic Year (up to 40 weeks): $105  
Annual (up to 12 months): $120  
Extended (up to 18 months): $155  
Two-Year (up to 24 months): $195  
Three-Year (up to 36 months): $285

**We will also be referring to textbooks:**


- 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/)
Recommended Textbooks (Optional):

Course website: [http://lss.at.ufl.edu](http://lss.at.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 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

**ACADEMIC REQUIREMENTS AND GRADING**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Requirement</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1</td>
<td>Assistive Technology Makers lab presentation</td>
<td>20</td>
<td>11/23/2020 @ 11 59 pm</td>
</tr>
<tr>
<td>A 2</td>
<td>Assistive Technology Makers lab paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H 1</td>
<td>Home Exercise Program</td>
<td>10</td>
<td>12/07/2020 @ 11 59 pm</td>
</tr>
<tr>
<td>Q 1</td>
<td>Weekly Quizzes</td>
<td>15</td>
<td>Every Monday @ 11 59 pm</td>
</tr>
<tr>
<td>E 1</td>
<td>Skills Written Exam (USE HONORLOCK)</td>
<td>35</td>
<td>12/15/2020 @ 8 30 am to 10 25 am</td>
</tr>
<tr>
<td>E 2</td>
<td>Transfers check off and competency</td>
<td>P/F (80% needed to pass)</td>
<td>11/18/2020 @ 8 30 am to 5 pm</td>
</tr>
<tr>
<td>P 1</td>
<td>Learning Portfolio</td>
<td>P/F</td>
<td>11/30/2020 @ 11 59 pm</td>
</tr>
<tr>
<td>P2</td>
<td>Lab Notebook and Participation Points</td>
<td>20</td>
<td>12/09/2020 (Wednesday) @ 11 59 pm</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
**Pass/Fail Competency Grades:** Students must demonstrate competency (i.e., pass all elements in the competency assessment) in order to pass the course. Students failing to demonstrate competency will be provided feedback on what to study, practice, and/or rewrite in order to successfully pass the competency assessment. Students will be given three attempts to pass a competency assessment.

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

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

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

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

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

**Example:**

<table>
<thead>
<tr>
<th>Points earned</th>
<th>930-1000</th>
<th>900-929</th>
<th>870-899</th>
<th>830-869</th>
<th>800-869</th>
<th>770-799</th>
<th>700-769</th>
<th>670-699</th>
<th>630-669</th>
<th>600-629</th>
<th>0-599</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Grade</td>
<td>93-100</td>
<td>90-92</td>
<td>87-89</td>
<td>83-86</td>
<td>80-82</td>
<td>77-79</td>
<td>70-76</td>
<td>67-69</td>
<td>63-66</td>
<td>60-62</td>
<td>0-59</td>
</tr>
<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>
</tbody>
</table>

Percent Grade | 93-100   | 90-92   | 87-89   | 83-86   | 80-82   | 77-79   | 70-76   | 67-69   | 63-66   | 60-62   | 0-59  |
| Letter Grade  | A        | A-      | B+      | B       | B-      | C+      | C       | D+      | D       | D-     | E     |

Letter Grade  | A        | A-      | B+      | B       | B-      | C+      | C       | D+      | D       | D-     | E     |

Point system used (i.e., how do course points translate into letter grades).
Exam Policy: Attendance to all exams is mandatory. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. The written skills exams will be given in the classroom using Canvas. Multiple choice exams and short answer based are used to assess critical thinking in relation to knowledge and skills taught in the course and are provided in the style used on the NBCOT Certification Exam (e.g., there may be more than one “right” answer, but the student must identify the “best” answer). Students who need accommodations for in-class exams must contact the Disability Resource Center and make arrangements prior to the exam.

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

All written assignments, whether for a practicum or classroom assignment are to be typed. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

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

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style. All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

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

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

- A student who must be absent must notify Dr. Poojary (poojarymazzottap@phhp.ufl.edu) AND Dr. Myers ctmyers@phhp.ufl.edu via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
- See the “Policy Related to Make up Exams or Other Work” above related to missing exams.
- See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

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

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

**Expectations Regarding Course Behavior**

**Professional Behavior** is always expected, and can be defined as:

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

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

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

4. See the information on absences in “Attendance Policies” above and the Absence Policy in the OTD Student Handbook published on the OTD program website. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

5. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings and complete assigned preparatory activities as
indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.

6. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.

7. Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.

8. Professional attire in lectures and labs when there are guests, in all clinics and site visits.
   a) Clean long khaki or black pants that remain fitted when moving and bending.
   b) Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
   c) Clean, closed toe shoes with adequate base of support.
   d) Jewelry & make-up kept to a minimum. No hats. No fragrances.

9. Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.

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

**Communication Guidelines**

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

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

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

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

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

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

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

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

**Online Faculty Course Evaluation Process**

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

**Policy Related to Guests Attending Class:**

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

http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm
SUPPORT SERVICES

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

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and
tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

**Policy on Remote Learning During the COVID-19 Pandemic**

The pandemic of COVID-19 has drastically disrupted people’s routines. We all need to take necessary actions to “flatten the curve” and limit the spread of the virus. These actions include the shift to online classes and remote learning.

As the profession of occupational therapy, we know the importance of maintaining and balancing occupational roles for health. This trying time gives us the opportunity to practice the virtue of occupational therapy: to maintain the occupational role (e.g., as a student) and occupational performance (e.g., academic performance) outside the regular, physical classroom environment.

With this in mind, the Department of Occupational Therapy faculty have developed a list of expectations and requirements to help students adjust to the online learning environment and maximize their learning. These expectations and requirements encourage students to set up an optimal learning environment and develop habits at home to support their role as a UF OTD student. They provide a foundation for professional behaviors in a virtual environment, including telehealth. Additionally, these expectations and requirements will ensure that we are meeting the ACOTE accreditation standard related to distance learning:

**A.2.15. Distance Education**

If any portion of the program is offered through distance education, it must include:

- A process through which the program establishes that the student who registers in the distance education course or program is the same student who participates in and completes the program and receives academic credit.

The program must provide documentation of the processes involved and evidence of implementation.
Remote Learning Expectations and Requirements

As OTD students, you will:

- Have the option to turn off your webcam and microphone if your class is being recorded. See the syllabus for more information.
- If your class is not being recorded and you are required to keep your webcam on, make sure to dress according to the dress code in the OTD Student Manual. Your upper body is viewable through the webcam.
- Mute your microphone on entry to Zoom and when not talking.
- Engage actively in class. Active participation includes sharing verbally, typing in the chat box, or sharing your screen with example work or content.
- Attend class in a conducive learning environment. The preferable environment is sitting in a chair at a desk or table. If this is not possible, you may sit on a sofa or bed, but you should not be under covers or laying down unless there are extenuating circumstances (i.e., medical). The room should be quiet. Headphones/mic are allowed for class but not when testing. You should maintain a non-distracting background.
- Minimize and prevent distractions by dedicating time and attention to the class and the online learning activities (i.e., do not allow “visitors” in your classroom environment, such as youth or pets, do not attend class in a vehicle; do not multi-task with household chores or by driving during class time).
- Maintain access to textbook/notes for reference during the virtual class time.
- Use electronic devices only for classroom activities. There should be no additional emailing, texting, or browsing the internet during virtual class time.
- Direct conversations to class content and activities while in breakout sessions. Assume the facilitator/instructor may access your breakout room at any time. Breakout sessions will not be recorded so webcams and microphones must be turned on.

The faculty may revise this policy as needed to address professional behaviors related to remote learning in the OTD Program.

Section specific expectations:

It is required that you attend the lectures and class sections of your assigned section. In the event you are unable to attend your assigned section, PRIOR approval from your instructor is needed to get approval to attend a different section.