

## HSC 3502: Survey of Diseases and Disabilities 1

Fall: 2019  
Delivery Format: Blended  
Course: elearning.ufl.edu

Instructor Name: Carolyn Hanson, PhD, OTR and Jessica Kramer, PhD, OTR

Room Number: CG-11

Email Address: carolynhanson@php.ufl.edu

Office Hours: Mondays 1:30-3:30; Thursdays 9-11:00

Teaching Assistants: Agape Assefa (agapehassefa@ufl.edu)

Preferred Course Communications (e.g. email, office phone): email through Canvas

**Commented [MM1]:** Must be a UF email address

**Commented [V2]:** Must include at least 2 weekly office hours. Per UF, cannot be by appointment only.

**Commented [H3]:** Name, office location, phone, and email (must be a UF email address)

**Commented [HG4]:** Field Options ---Phone; website; Post; No Preference

### Purpose and Outcome

#### Course Overview

Overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a series with HSC 4558 to cover a greater breadth of health challenges).

**Commented [MM5]:** Insert a short statement describing the course. This should be similar to what is listed in the undergraduate or graduate course catalog.

#### Course Objectives

Upon completion of this course the student will be able to:

1. Describe the epidemiology, etiology, symptoms and treatment of the following diseases and disabilities: traumatic brain injury, spinal cord injury, burns, amputations, vision impairments and blindness, hearing impairments and deafness, developmental disorders: cerebral palsy, intellectual disabilities, autism, spina bifida, muscular dystrophy, sickle cell disease, hemophilia, and cystic fibrosis.
2. Discuss the impact of medical (e.g. body function and structures) and contextual (e.g. social supports, environmental and intrapersonal factors) factors on activities and participation of persons with disabilities using the model from the World Health Organization on the International Classification of Disability, Function and Health (WHO ICF model).
3. Understand key US legislation that protects the rights of children and adults with disabilities and shapes the services and supports provided to people with disabilities.
4. Appreciate the "lived experience" of disease and disability for individuals who have the conditions and their caregivers and family members.
5. Justify the role of post-acute rehabilitation, developmental, educational, vocational, and healthcare services in minimizing the activity restrictions and participation limitations experienced by persons with disabilities.

6. Identify ways to address activity limitations and participation restrictions through environmental accessibility and modifications, assistive technology, job/task modification and restructuring, personal attendant services, policy changes, and service animals.

### Instructional Methods

1. Reading assignments and online lectures
2. ELearning web links in Canvas Modules to supplement materials and readings.
3. Weekly in-class quizzes to evaluate understanding of content from the week's reading and Canvas lectures
4. Three evening guest lecturers will be held 9/18, 10/16, & 11/13 from 5:00-7:00 in HPNP auditorium. Content from the lectures will be included in the section exams.
5. Participation in assignments, primarily completed during class activities.
  - a. Assignments are due and must be posted to Canvas by Wednesdays at 11:59 pm
6. Two section exams (content from weeks 1-7, and weeks 8-15)

**Commented [MM6]:** This space is optional and is a place to describe the instructional approaches that will be employed throughout the course. Instructional methods can be described in terms of how the students will actively engage content, each other, and the instructor, so that students develop a clear expectation of what will transpire during the course. This is also a space where a teaching philosophy may be included.

### 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 is instead 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.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may 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. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**Commented [H7]:** This space is for the **Blended Learning statement**. For courses that are traditional or fully online, this would be a brief description of how students will be engaged in learning so that students develop a clear expectation of what will occur during the course. It also is the space to include an optional teaching philosophy.

**Commented [V8R7]:** This section should be DELETED if is not applicable to your course

---

## Description of Course Content

Topic outline (this is tentative and may be modified as needed during the semester)

Quizzes will be taken at the beginning of class to ensure understanding of content for the week.

Date	Topics	Reading	Class Activities & Assignments
<b>Week 1</b> <b>Aug. 20 &amp; 21</b>	<ul style="list-style-type: none"> <li>• Course introduction</li> <li>• Medical and social models of disability</li> <li>• WHO ICF model</li> <li>• Person first language</li> </ul>	Reading Falvo: 1-9	<ul style="list-style-type: none"> <li>• Syllabus review</li> <li>• Ice Breaker</li> <li>• Group formation</li> <li>• Professional Behavior group contract</li> <li>• ICF Case</li> </ul>
<b>Week 2</b> <b>Aug. 27 &amp; 28</b>	<ul style="list-style-type: none"> <li>• Disability history</li> <li>• Disability rights legislation</li> <li>• Intervention</li> <li>• Psychosocial adaptation</li> </ul>	Reading Falvo: 11-32	<ul style="list-style-type: none"> <li>• Quiz 1 (covers weeks 1 &amp; 2 of readings &amp; videos)</li> <li>• Review &amp; provocative question</li> <li>• Assignment 1: Accessibility in our daily lives</li> </ul>
<b>Week 3</b> <b>Sept. 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Burn Injuries;</li> <li>• Skin conditions</li> </ul>	Reading: Falvo: 543-559	<ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Review &amp; provocative question</li> <li>• Assignment 2: Burn Case study</li> </ul>
<b>Week 4</b> <b>Sept. 10 &amp; 11</b>	Traumatic Brain Injury	Reading: Falvo: 33-69	<ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Review &amp; provocative question</li> <li>• Assignment 3: TBI prevention materials for various populations</li> </ul>
<b>Week 5</b> <b>Sept. 17 &amp; 18</b>	Spinal Cord Injury (SCI)	Reading: Falvo: 95-110	<ul style="list-style-type: none"> <li>• Quiz 4</li> <li>• Review &amp; provocative question</li> <li>• Assignment 4: SCI Case studies</li> </ul>
<b>Sept 18-5:00-7:00</b> <b>All sections</b>	<b>Guest lecturer:</b> Dug Jones	N/A	N/A
<b>Week 6</b> <b>Sept. 24 &amp; 25</b>	Assistive Technology	Reading: Falvo: 561-571	<ul style="list-style-type: none"> <li>• Quiz 5</li> <li>• Review &amp; provocative question</li> <li>• Assignment 5: Create new AT devices</li> </ul>

**University of Florida  
College of Public Health & Health Professions**

4

<b>Week 7 Oct. 1 &amp; 2</b>	Amputations	Reading: Falvo: 431-438	<ul style="list-style-type: none"> <li>• Quiz 6</li> <li>• Review &amp; provocative question</li> <li>• Assignment 6: Prosthetic slideshows</li> </ul>
<b>Week 8 Oct. 8 &amp; 9</b>	<ul style="list-style-type: none"> <li>• Early Childhood Development</li> <li>• Early Intervention Services</li> </ul>	<b>ECTA</b> Practice guides and videos (posted to Canvas)	<ul style="list-style-type: none"> <li>• Quiz 7</li> <li>• Review and provocative question</li> <li>• Assignment 7: Communication &amp; collaborative intervention planning: Role play and reflection</li> </ul>
<b>Week 9 Oct. 15 &amp; 16</b>	<b>Section Exam</b>	Review content for weeks 1-7	<ul style="list-style-type: none"> <li>• EXAM</li> <li>• Progress peer professional behavior evaluation</li> </ul>
<b>Oct 16-5:00-7:00 All sections</b>	<b>Guest lecturer</b> TBA	N/A	N/A
<b>Week 10 Oct. 22 &amp; 23</b>	<ul style="list-style-type: none"> <li>• Spina Bifida</li> <li>• Cerebral Palsy</li> </ul>	Reading: Falvo: 145-162	<ul style="list-style-type: none"> <li>• Quiz 8</li> <li>• Assignment 8: Case study: King Gimp</li> </ul>
<b>Week 11 Oct. 29 &amp; 30</b>	<ul style="list-style-type: none"> <li>• Autism</li> <li>• Intellectual Disabilities</li> <li>• ADHD</li> </ul>	Reading: Falvo: 163-191.	<ul style="list-style-type: none"> <li>• Quiz 9</li> <li>• Review &amp; provocative question</li> <li>• Assignment 9: Debate: sheltered workshops, job accommodations, and neurodiversity</li> </ul>
<b>Week 12 Nov. 5 &amp; 6</b>	<ul style="list-style-type: none"> <li>• Muscular Dystrophy</li> <li>• Cystic Fibrosis</li> </ul>	Reading: Falvo: Bottom 130-132, 489-491.	<ul style="list-style-type: none"> <li>• Quiz 10</li> <li>• Review &amp; provocative question</li> <li>• Assignment 10: MD and CF: body structures/functions, activity &amp; participation, environment, and psychosocial experiences.</li> </ul>
<b>Week 13 Nov. 12 &amp; 13</b>	<ul style="list-style-type: none"> <li>• Sickle Cell Disease;</li> <li>• Hemophilia</li> </ul>	Readings: Falvo: 309-326	<ul style="list-style-type: none"> <li>• Quiz 11</li> <li>• Review &amp; provocative question</li> <li>• Assignment 11: Treatments for blood disorders</li> </ul>
<b>Nov 13-5:00-7:00 All sections</b>	<b>Guest lecturer:</b> TBA	N/A	N/A

<b>Week 14</b> <b>Nov. 19 &amp; 20</b>	Hearing Loss and Deafness	Readings: Falvo: 281-307	<ul style="list-style-type: none"> <li>• Quiz 12</li> <li>• Review &amp; provocative question</li> <li>• Assignment 12: Debate: Cochlear implant; Deaf culture</li> </ul>
<b>Week 15</b> <b>Nov 26 &amp; 27</b> <b>Thanks-giving</b>	Vision Loss and Blindness <b>Online meeting only this week due to Thanksgiving</b>	Readings: Falvo: 263-279.	Assignment 13: ( <i>individually</i> completed) Common eye diseases and accommodations
<b>Week 16</b> <b>Dec. 3 &amp; 4</b>	<b>Section exam</b>	Review content weeks 8-15	<ul style="list-style-type: none"> <li>• EXAM</li> <li>• Final peer professional behavior evaluation</li> </ul>

### Course Materials and Technology

#### Required Text:

Falvo, D. & Holland, B.E. (2018). *Medical and psychosocial aspects of chronic illness and disability* (6th ed.). Burlington, MA: Jones and Bartlett.

[\*Please note that this text is also required for HSC 4558 Survey of Diseases and Disabilities 2, Spring 2020. ]

#### Electronic videos via UF Library

In order to access streaming video, please use the following link for UF VPN Client: <https://net-services.ufl.edu/provided-services/vpn/clients/> . Also, Canvas has more specifics on PAGES (Technical Help tab) and then search for UF Other Resources (UF Gatorlink VPN instructions).

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://iss.at.ufl.edu/help.shtml>

**Commented [MM9]:** List full citations for required textbooks, articles, and information about course-packs, case studies, and other materials. Do not simply say "course-pack at Target Copy" – list all the readings that are in that course-pack. Feel free to move this section to the end of the syllabus if extensive.

If this course has required technology, be specific about what students will need (e.g. software package, computer requirements, clickers, mobile devices), how they can access it, and where to get technical support.

## Academic Requirements and Grading

### Assignments

#### 12 Weekly Quizzes with 11 being counted (25% of final grade):

Students are expected to read the weekly textbook chapter(s) and watch the Canvas lectures and complete an online quiz during the beginning of class (available in Canvas Assignments) on the content. Quizzes are 5 minutes. Each quiz will include 5 multiple choice questions selected randomly from a pool of questions on that topic (each student will take a unique quiz on each topic). The lowest quiz will be dropped with 11 quizzes contributing to your total grade. Students are responsible for bringing a device to class each week to take the quiz.

**14 Weekly Assignments with 12 being counted (30% of final grade):**

Interactive group assignments prepared during required face-to-face classes. The lowest assignment will be dropped for a total of 12 assignments contributing to your total grade. When working on assignments during in-class activities, **only one device may be used per group**. The group should collaboratively contribute to the entire assignment, with one student working as a scribe/recorder.

**Professional Behaviors (5% of final grade):**

The professional behavior assignment reflects your peers' evaluation of your contributions to group work. Participation in groups is critical for your learning and also furthers the learning of your peers. Working with students from other health disciplines to complete assignments will help you develop the interpersonal and communication skills needed to be an effective and collaborative healthcare provider. In week 1, your group will work together to develop ground rules and standards for a set of six professional behaviors. In weeks 9 and 15, your peers will evaluate you on those six professional behaviors. Your grade on the professional behavior assignment is determined both by your ability to consistently demonstrate improved professional behaviors or your ability to improve your professional behaviors between mid-term and the end of the semester.

**Sectional Exams (each 20% of final grade)**

Section exams will cover content from each half of the semester: weeks 1-7, and 8-15. Section exams will use multiple choice or short answer, and questions will require application of knowledge. Each week in class you will have an opportunity to practice answering this type of application question- examples include case-based questions or critical evaluation questions. Section exams will be taken during your scheduled class time and be completed online (in Canvas). Students are responsible for bringing a device to class to take the exam.

**Grading**

Requirement	Points or % of final grade (% must sum to 100%)
12 (11) weekly online quizzes (one dropped)	25%
14 (12) weekly in-class assignments (one dropped)	30%
Professional Behaviors	5%
1 mid-term sectional exam	20%
1 end-of-term sectional exam	20%
Total	100%

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

**Commented [MM10]:** This section should include a detailed description of each assignment. Make sure you include the total points possible for each assignment and instructions on how students submit the assignment.

**Commented [MM11]:** The Grading Section includes the detailed methods by which students are graded and the grading rubrics. Typically for Grading Method Detail: You will list each course requirement and due dates (papers, exams, case studies, etc.) List the points or percent associated with each requirement (percentages must sum to 100%). Provide the grading rubric/point system used to determine each grade increment. (See next box for grading rubric detail.)

**Commented [MM12]:** You must include the point range corresponding to each grade increment you use. An example is shown but you are free to set your own point range for each grade increment you use. Please also note that you are not required to use all grade increments. For example, the BHS program does not award a C-.

**University of Florida  
College of Public Health & Health Professions**

**Example:**

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

The Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

**Commented [V13]:** This does not apply to graduate level courses. Please remove if the course is 5XXX level or above.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

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

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Commented [V14]:** Remove if course is an undergraduate level course.

**Commented [V15]:** Remove if course is a graduate level course.

## Exam Policy

### Policy Related to Make up Exams or Other Work

We follow the attendance policies of the Bachelor of Health Science Program:  
<https://bhs.php.ufl.edu/current-students/program-policies/>

Students who participate in University approved activities (e.g., sports) are expected to complete all work by established deadlines. Class conflicts (including sectional exam conflicts) should be discussed with the instructor as soon as you know about the conflict.

The only excuses acceptable for missing due dates on quizzes, assignments or exams are *for serious personal or family* illness incidents. If you miss a class, quiz and/or assignment for one of these reasons, you must contact the instructor as soon as feasible to discuss your situation and to schedule make-up requirements. 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.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Student Expectations, Roles, and Opportunities for Input

### Expectations Regarding Course Behavior

#### Class Attendance:

Half of this class includes online content and reading, and can be scheduled at your own convenience. In class activities are designed for small group discussion/assignment to delve deeper into issues. Most assignments can be completed in class and attendance is required. People with *unexcused* absences are still expected to complete the assignment (individually submitted); points will be taken off for the *unexcused* absence with 1 point taken off for each additional day submitted late.

**Special guest lectures:** To allow guest speakers to speak to all student sections, 3 special times have been arranged. Please plan on attending class on Wednesdays from 5:00-7:00 pm in the HPNP auditorium for the following dates: **9/18, 10/16, & 11/13**. Exam questions will be generated from content provided by the guest lecturers. If you cannot attend these lectures, make sure you obtain notes from a fellow student.

**Commented [MM16]:** State your policy regarding exams, including exam formats, how they will be administered and proctored, the connection between course outcomes and the intended measure of the exam, as well as any unique exam locations or times.

**Commented [MM17]:** State your policy regarding make up exams and assignments for both excused and unexcused absences and missing work. Include how many points, if any, a late submission will cost the student, the length of time for which late work will be accepted, exceptions to your policy, and specific procedures for submitting late work.

**Commented [V18R17]:** Please refer to UF's absence policy to ensure you meet UF policy on make up work: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext> and <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencestext>

**Commented [MM19]:** •Please state your attendance policy here, including how you will verify attendance if attendance is part of the course grade and how late arrivals and early departures will be handled. Include the specific process for notifying you if a student is absent.  
•Include a link to the UF Attendance Policy in this section. Make sure you include any additional exceptions for your course.  
○ Additional types of absences that are excused and how many are excused without penalty  
○ Number of unexcused absences without penalty; be specific regarding the penalty for unexcused absences, if any

**Commented [V20]:** Include this language for all graduate courses. This language is REQUIRED by UF.

**Commented [V21]:** Include this language for all graduate courses. This language is REQUIRED by UF.

**Commented [MM22]:** State what the expectations are for participation and its role in contributing to the learning community. Also state any policies regarding cell phones, laptop usage, discussion etiquette, recording devices, or any other items that need to be addressed in order to facilitate the creation of a functional learning community.

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

**General Professional Behavior and Academic Ethics:**

One objective of the Bachelor of Health Science/Public Health programs is to facilitate the development of professional behavior of students who will most likely go on to graduate programs and/or who will work in the health care field. Therefore, the following pre-professional behavioral objectives are as important as your mastery of the content of the course. These areas become critical when you request letters of recommendation, as I am often asked by graduate programs to comment specifically on your dependability, maturity and judgment as well as your academic achievements.

These are the minimum behavioral standards that I expect to see in this class and some examples of how each behavior might be evaluated:

1. Dependability—regular class attendance and punctuality, turning in assignments on time
2. Responsibility—actively participating in class, putting forth your best effort in discussions and assignments, notifying instructor or TA of reasons for late/missing class or assignments
3. Communication—appropriate communication with instructors, TAs, support staff, guest speakers and other students, receiving and giving constructive feedback
4. Respect for others— appreciating different points of view, being courteous to instructors, TAs, support staff, guest speakers and other students, avoiding distracting behavior during class (including talking, cell phone usage, web surfing, texting, crossword puzzles, games)
5. Honor and integrity—acting in accordance with the University of Florida policy on academic integrity (see University of Florida Code of Student Conduct and Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)). 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. 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 for additional details. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

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

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

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

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

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

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

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

#### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.afl.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.afl.edu/public-results/>.

**Commented [V23]:** updated October 15, 2019 by UF

#### **Policy Related to Guests Attending Class**

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

**Commented [V24]:** Remove for online courses

---

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <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. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Commented [V25]:** Updated October 15, 2019 by UF. This is must be included in order to meet UF syllabus policy.

### 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](http://www.multicultural.ufl.edu)

**Commented [V26]:** Please note, the inclusion of this statement is optional.

