

University of Florida
College of Public Health & Health Professions Syllabus
OTH 3282: Occupation and Participation Across Cultures
Summer B, 2021 3 credits

Delivery Format: In-person (3 days: M, T, TH: class periods: 3 & 4) and asynchronous online (1 day: W)

Instructor Name: Carolyn Hanson, PhD, OTR
Room Number: Room 2163- HPNP building
Phone Number: 352-273-6022
Email Address: carolynhanson@phhp.ufl.edu
Office Hours: Mondays- 9:00-10:00; Wednesdays- 9-11:00 ; Fridays- 9:00-11:00; other hours/days as requested
Teaching Assistants: N/A
Preferred Course Communications: e-mail or phone

Prerequisites: PSY 2012 or permission of instructor. Recommend junior and senior level students.

PURPOSE AND OUTCOME

Course Overview: Occupation is what we routinely do, incorporating activities that are life sustaining, purposeful and meaningful. The influence of occupation on health of persons with disabilities across cultures will be analyzed throughout the lifespan. Participation is an outcome concept involving engagement in activities like school, work and social life.

Relation to Program Outcomes: Occupation can be used to facilitate improved health outcomes in people with disease and chronic conditions. Individuals working in the healthcare environment will acquire an understanding and appreciation of the use of occupation to improve life task completion in populations with physical and cognitive limitations across cultures. Students will work collaboratively in small groups to determine how body impairment impacts engagement in activity and how context and personal factors interact with disability while investigating how participation in occupation affects personal growth and development.

Course Objectives and/or Goals:

1. Define terms such as occupation, occupational imbalance, occupational shifts, occupational deprivation, occupational justice, adaptation, role strain, activities of daily living (ADL), instrumental activities of daily living (IADL), lifestyle redesign, cultural competency, culturally and linguistically appropriate services (CLAS) and use correctly in discussion and written assignments.
2. Discuss specific occupation engagement by people with and without disabilities across the lifespan and across cultures. Express sensitivity and respect for cultural differences and openness when discussing occupation selection.
3. Identify ways in which culture determines occupation by interviewing a person with a different institutional, religious or cultural background. Use appropriate terminology depicting intercultural exchange while describing the environmental context.
4. Conduct an activity analysis on pre-determined occupations (driving and several weekly group occupations) and outline methods of modifying activity for an individual with a cognitive or mobility impairment. Include how culture may impact activities.

5. Describe how occupation may influence health across the lifespan and analyze the ways that cultural views, opinions and differences may impact participation and well-being.
6. Participate in a new occupation (e.g., art, sport, healthy habits, language acquisition, musical instrument, ADL, IADL, practicing/establishing a tradition from another country, etc.) and identify the reason for selection and method of learning. Discuss the effect of occupational engagement on personal growth and health.

Instructional Methods: Interactive lectures in-person (M, T, TH- 3 & 4 periods)
 Discussion (online delivery on Wednesdays except for 8/4- an in-class date)
 Readings with 5 weekly quizzes (via Canvas)
 Writing assignments (individual and group)
 Small work group projects (primarily in class)
 Self-assessment (goal setting and outcomes)

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule:

| Week | Topic(s) | Readings/ Lab assignment |
|------|--|--|
| 1 | 6/28: Intro/ice breaker; syllabus review; Welcome to Occupation (PP) and Terms (PP) 6/29: Cultural implications- guest speakers (Dr. Wang and Dr. Poojary) Discuss Occupation trial project/Cultural interview 6/30: Quiz 1 due @11:59 pm Discussion prompts (virus- health disparities) 7/1: Culture (PP), CLAS (PP) | <i>Bonder, Martin & Miracle (2004); Hocking, 2012</i> watch video on HRSA web site regarding healthcare communication |
| | Activity: pie charts; cultural interview choices; selection of new occupation (at least a 4- week trial- need instructor approval before beginning trial) | Pie charts due: 7/1 |
| 2 | 7/4: Quiz 2 due @11:59 pm 7/5: Holiday 7/6 Framework (PP); Early years (PP) 7/7: Discussion prompt: Implicit bias 7/8 Sleep & rest (PP) Activity analysis (PP) Child activity- in-class analysis Guest speaker- Dug Jones (~11:30-12:30) Group discussion TBA | <i>Koome, Hocking, & Sutton, 2012; Snyder, Clark, Masunaka-Noriega, & Young, 1998; Blank, Harries, & Reynolds, 2015</i> |
| | Activity: basic activity analysis | Cultural interview paper due: 7/8 |
| 3 | 7/11: Quiz 3 due @11:59 pm 7/12: Mental health (PP) Brief activity analysis- instruction Health Literacy (PP) Cultural paper discussion 7/13: College-aged and young adults (PP) Leisure (PP) 7/14: Assistive technology (PP) Discussion questions TBA 7/15: Group activity analysis | <i>Cezar da Cruz, Marques, Rodrigues, Franco, Costa, Campas, Marcolino, 2017; Austin-McCain, 2017; Fok, Polgar, Shaw, & Jutia, 2011;</i> |
| | Activity: activity analysis; review of 3 web resources; Kognito exploration | |

| Week | Topic(s) | Readings/ Lab assignment |
|------|--|--|
| 4 | 7/18: Quiz 4 due @11:59 pm 7/19: Middle Adult (PP) ADL/IADL (PP) and forms 7/20: Work (PP) Discussion: work essentials; characteristics Cultural competency (PP) Group activity analysis- Driving (in class time) 7/21: Cultural competency videos Discussion prompts 7/22: Discussion (cultural competency) Group activity analysis | <i>Fransen ,Pollard, Kantartzis,& Moldes, 2015</i> |
| | Activity: thorough activity analysis including cultural impact | Group activity analysis due 7/22 |
| 5 | 7/25: Quiz 5 due @11:59 pm 7/26: Elders (PP) Nursing home assignment Group discussion 7/27: Retirement (PP) Volunteering (PP) 7/28: Discussion prompts (TBA) 7/29: Successful aging (PP) Group project: Cultural impact on elders Preparation for presentations in class | <i>Eriksson, Chung, Beng, Hartman-Maeir, Yoo, Orellano, van Nes, de Jonge, & Baum, 2011; Wright-St. Clair, 2012 Krishnagiri, Fuller, Ruda, & Diwan, 2013</i> |
| | Activity: nursing home assignment; cultural impact on aging | Nursing home summary; cultural aging summary |
| 6 | 8/2: Disability/modifications Health & Occupations (PP) Student Presentations- ??? people 8/3: Lifestyle Redesign Developing cultural competency Student Presentations- ??? people 8/4: Student Presentations- ??? people 8/5: Student Presentations- ??? people Wrap-up of course Course evaluation Cultural competency | Watch Technology video before class on 8/2 Watch Lifestyle Redesign video before class on 8/3 |
| | Activity: individual presentations; group discussion of themes; cultural competency; course evaluation | New occupation paper/documentation due 8/2; presentations 8/2-8/5 |

Course Materials and Technology: Readings are listed below and are available on Canvas (there is no textbook for this class). Quizzes (for five weeks) on these readings will be taken on Canvas before class- due Sundays at 11:59 pm except for the first week. Class will be conducted in person during 3 & 4 periods on Monday, Tuesday and Thursday and asynchronously and online on Wednesday (all online-discussion questions due that day at 9:00 pm). This is a highly interactive class with groups and class discussion heavily utilized. You will need a computer or laptop to access Canvas for quizzes and uploading assignments.

References- readings for class

Austin-McCain, M. (2017). An examination of the association of social media use with the satisfaction with daily routines and healthy lifestyle habits for undergraduate and graduate students. *The Open Journal of Occupational Therapy*, 5(4), article 6. <http://dx.doi.org/10.15453/2168-6408.1327>

Blank, A.A., Harries, P., & Reynolds, F. (2015). 'Without occupation you don't exist': Occupational engagement and mental illness. *Journal of Occupational Science*, 22(2), 197-209.

Bonder, B.R., Martin, L., & Miracle, A.W. (2004). Culture emergent in occupation. *American Journal of Occupational Therapy* 58, 159-168.

Cezar da Cruz, D. M., Marques, D. B., Rodrigues, D.S., Franco, F.S., Costa, J.D., Campos, L.C.B., Marcolino, T.Q. (2017). Associations between the frequency of smartphone use, psychosocial aspects and occupations among undergraduate occupational therapy students. *Indian Journal of Physiotherapy and Occupational Therapy*, 11(2), 199-205. <http://dx.doi.org/10.5958/0973-5674.2017.00061.2>

Eriksson, G.M., Chung, J.C.C., Beng, L.H., Hartman-Maeir, A., Yoo, E., Orellano, E. M., van Nes, F., de Jonge, D., & Baum, C.M. (2011). Occupations of older adults: A cross cultural description. *American Occupational Therapy Foundation*. <http://dx.doi.org/10.3928/15394492-20110318-01>

Fok, D., Polgar, J.M., Shaw, L., & Jutia, J.W. (2011). Low vision assistive technology device usage and importance in daily occupations. *WORK*, 39, 37-48.

Fransen, H., Pollard, N., Kantartzis, S., & Viana-Moldes, I. (2015). Participatory citizenship: Critical perspectives on client-centered occupational therapy. *Scandinavian Journal of Occupational Therapy*, 22, 260-266.

Hocking, C. (2012). Working for citizenship: The dangers of occupational deprivation. *WORK*, 41, 391-395.

Koome, F., Hocking, C., & Sutton, D. (2012). Why routines matter: The nature and meaning of family routines in the context of adolescent mental illness. *Journal of Occupational Science*, 19(4), 312-325.

Krishnagiri, S. S. R., Fuller, E., Ruda, L., & Diwan, S. (2013). Occupational engagement and health in older South Asian immigrants. *Journal of Occupational Science*, 20 (1), 87-102.

Snyder, C., Clark, F., Masunaka-Noriega, M., & Young, B. (1998). Los Angeles street kids: New occupations for life program. *Journal of Occupational Science*, 5(3), 133-139.

Wright-St. Clair, V. (2012). Being occupied with what matters in advanced age. *Journal of Occupational Science*, 19(1), 44-53.

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>

Other Resources: Web links to important and credible sources for additional information are posted on the weekly topic home pages on Canvas. Students are encouraged to broaden their learning beyond lectures and required readings by sampling additional readings that are included. Students may want to bring a laptop to class to access the internet during group projects.

Academic 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.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services

ACADEMIC REQUIREMENTS AND GRADING

Assignments: *All turned-in assignments will employ proper grammar and spelling, appear aesthetically pleasing and professional, and address all questions posed to obtain maximum points. Please use APA style for citations.*

Pie charts: Via 4 separate pie charts, identify categories in how you currently spend your day (e.g., select categories such as ADLs, leisure, school work, etc.-whatever large chunks of time you can categorize), how you spent time as an elementary school student, how a person over 65 might spend the day and how someone with a severe disability from another country might spend the day. Justify the categories (they may change for each group) and time allotted by sharing with your classmates during class. Turn in to instructor on 7/1.

Cultural interview: Select a person to interview who has a different cultural, religious, or institutional background. Ask questions about their daily activities and how they may be different (or not) from yours. In what occupations do they engage? What is important to them? How has their background/situation influenced their choice of occupation? Does their culture impact participation? Address these questions in a 2-3 page paper along with introducing the person (how they are culturally different- reason selected) and summarizing the interview outcome and cultural differences. Turn in to Canvas on 7/8.

Activity analysis: Using a provided activity analysis template, break down the component parts of a selected activity- add any categories that are appropriate to the template. Activity analysis will be covered in detail in various class sessions. Analyze how the activity could be modified to enable individuals with cognitive impairment and mobility impairment to participate in said activity. Include the impact that culture may have on activities. Turn in to the instructor on 7/22.

Class projects/Attendance: Various in-class labs will complement the topics of the week. Small groups of three to five will work on in-class activities and then will share information with the class. Most projects should be completed during the class session as we will discuss your findings. Attendance is essential and you will

get points for attendance each week- 8 points each for weeks 1-5 and 10 points for week 6 (total of 50 points). Please contact the instructor if you foresee any conflicts or are involved in any university sanctioned events. Only one make-up assignment will be accepted for this short course. Check announcements in Canvas for specific information.

Quizzes: To stimulate class discussion and provide background, weekly quizzes comprising of 10 questions (1 point per question) will be given concerning major concepts covered in the weekly readings. Please use Canvas to access the quiz of the week. Quizzes are to be taken before Monday's class (will open on Thursday afternoons for the following week's quiz) and are due Sundays at 11:59 pm. The exception is the first week's quiz which is due 6/30@11:59pm.

LockDown browser will be used for all the quizzes. Please take LockDown practice quiz before taking Quiz 1 (found in the Quiz section on Canvas). For more information about LockDown, please refer to the Welcome announcement in Canvas.

Discussion: Wednesdays will be online (except for 8/4 which is a presentation day) and will consist of answering prompts regarding cultural aspects of occupation. Small groups have been randomly identified to facilitate communication regarding the specific prompt of the week. Students will respond to the prompt according to their frame of reference and will react to at least one other person's comments to receive full credit. To allow everyone time to reply to prompts, the Discussion page will open on Mondays and close at 9:00 pm on Wednesdays.

Occupation exploration: Choose a *new* occupation that is of particular interest to you (check with instructor before beginning) and plan on spending 3-5 days a week for 2-3 hours for 4-5 weeks exploring the activity (i.e., researching rules/guidelines/information; reading books, articles, online training; trying out the activity; blogging or making diary entries about the process; documenting time spent in various parts of occupation). Set at least 2-3 measurable goals to track progress and discuss if you met goals or not and why. Write a 2-3 page paper on what you learned about the new occupation and how this has affected your understanding of engagement in meaningful activity. Be sure to include any readings, class discussions that are applicable to your situation and cite accordingly (APA style). Be prepared to demonstrate and/or discuss your new occupation with your classmates during the week of 8/2/21. Discussion/demonstration to be ~10-15 minutes in length per person and should provide the class with the details of engaging in the new occupation and the goal outcomes. Presentations will take place during week 6 but the written portion (goals, weekly log, 2-3 page paper) is due August 2.

Grading

| Requirement | Due date | Points towards final grade (300 total) |
|----------------------|-------------------------|--|
| Pie chart/graphs | 7/1/21 | 10 points (Full points for 4 neat/legible pie charts with legends addressing different groups as assigned) 3% |
| Cultural interview | 7/8/21 | 25 points (full points for a logical flow of answers to posed questions with an appropriate introduction to the person and summation about the interview experience) 8% |
| Activity analysis | 7/22/21 | 35 points (group/ in-class assignment)- see rubric in Canvas 12% |
| Cultural Discussions | 6/30,7/7,7/14,7/21,7/28 | 50 points (10 points weekly: 5 points for original substantive comments & 5 points for reaction)- see rubric in Canvas 16.6% |

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|--------------------------------|-------------------------|--|
| New occupation trial | 8/2/21 | 80 points (20 log; 20 demo; 40 paper)- see rubric in Canvas 27.2% |
| Class attendance/participation | Weekly | 50 points (Weeks 1-5: 8 points each week; week 6: 10 points) 16.6% (<i>on time and present for all dates: .5 off for late or early leaving</i>) |
| Quizzes (due dates) | 6/30,7/4,7/11,7/18,7/25 | 50 points (10 points each week: weeks 1-5) 16.6% |

Point system used (course points translated into letter grades).

| | | | | | | | | | | | | |
|----------------------|---------|---------|---------|---------|---------|---------|---------|----|----|---|----|---|
| Points earned | 279-300 | 270-278 | 261-269 | 252-260 | 240-251 | 231-239 | 210-230 | NA | | | | |
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |

The Bachelor of Health Science Program does not use C- grades.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

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. Absence and tardiness may affect class project/participation as daily attendance is expected. Make-up assignments are due within one week of the original due date with all possible points awarded if directions followed. If make-up assignment is late, one point will be deducted per day late. Only one make-up assignment will typically be accepted during this 6- week course. Turn in this late work to your instructor.

Policy Related to Required Class Attendance

Class time will consist of lecture material via PowerPoint presentations, class interaction/discussion, and small group assignment. A majority of the assignments are designed to be completed during class. It is essential that you are present to contribute to the weekly group assignments to obtain maximum points. Please arrive punctually (at the start of the class period) and attend class on a regular basis. If you miss class due to illness or unfortunate serious events, please contact me in advance (phone is more desirable- 352-273-6022) to arrange an individual make-up assignment but you can also use e-mail to alert me. Please also contact me if you need to leave before class ends.

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>

Guests attending class: Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers.

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

This is an intensive course that will cover multiple topics weekly and include small group projects to facilitate a wide range of perspectives and occupation exploration. Students are expected to take the weekly quiz before Monday classes (**except for week 1 which will be due 6/30@11:59 pm**) as this will promote class discussion. Smart phones, tablets, laptops and other electronic devices are to be utilized to assist in accessing information during small work group projects.

Interactive lectures will require student attention and participation. Remember to respect the opinions of others and treat classmates the way that you would like to be treated. Openness and tolerance of differences is expected and will be maintained so that growth can occur. Entering the health profession requires not only skill competence but the utilization of active listening skills, patience, a pleasant and professional demeanor while giving utmost respect to others who are experiencing health problems/challenges. If these behaviors are not displayed in class and online, I will speak individually to those who are having challenges and we will devise an action plan for improvement.

Communication Guidelines

Students are encouraged to attend official office hours and to contact the instructor when there are questions or concerns. If those hours are not suitable, feel free to contact me during regular business hours. Please use e-mail (UF or Canvas) or phone. I will contact you promptly within 8am-5pm on weekdays.

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.

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 e-mail 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/>.

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 (DRC) 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.

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>
- 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.

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