

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**CLP 4134: Introduction to Clinical Child/Pediatric Psychology (3 credit hours)**  
Semester: Fall 2021  
Delivery Format: On-Campus & Online  
Course Website: <https://ufl.instructure.com/courses/436819>

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Preferred Course Communications: email

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**Prerequisites**

PSY 2012 and CLP 3144, and STA 2023

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**PURPOSE AND OUTCOME****Course Overview**

This course is designed to provide students with a broad overview of Clinical Child and Pediatric Psychology. The development of these fields as specialty areas within Clinical Psychology, as well as the scope of practice, will be discussed. The course will provide students with an introduction to the major behavioral and psychological disorders of childhood and adolescence, emphasizing methods of assessing and treating these disorders that are supported by research. The course will also review the various theoretical approaches to child and family therapy. Issues related to the education and training of child/pediatric psychologists, including training in ethics, multicultural competence, and legal matters will also be presented. The depth and breadth of material provided in this class will parallel what is provided for the 16-week in person course; thus, *students should be prepared for daily course engagement and a large amount of information to be consumed over a short amount of time.*

**Relation to Program Outcomes**

This course serves as an upper-level course within clinical and health psychology at the University of Florida. The early-stage developmental focus will support learning objectives that are applicable to a range of clinical and health profession degrees including public health, psychology, pre-medicine, and early development undergraduate training programs.

**Course Objectives and/or Goals**

By the end of the course, the student will have:

1. Gained a broad understanding of the historical development of the fields of clinical child psychology and pediatric psychology and learned about the roles, scope of practice, and settings of practice available to clinical child/pediatric psychologists.
2. Acquired understanding of most common psychological disorders of children and adolescents and how these disorders may present to clinicians.
3. Developed a basic knowledge of assessment techniques and common psychological treatment modalities used with children and families, with an awareness of which methods have been empirically supported.

4. Learned about multicultural considerations, ethical issues, and dealing with abuse/neglect within psychological practice.
5. Acquired an understanding of the training of clinical child/pediatric psychologists.

### **Instructional Methods**

#### Introduction to Blended Learning

A Blended Learning class uses a mixture of technology and face-to-face instruction to help students maximize their learning. Blended learning typically involves multiple technologies such as E-Learning systems, online video, and web assignments for the communication of information. Knowledge content that would have traditionally been presented during a live class lecture is instead provided online before the live class takes place. This allows more of the face-to-face time to focus on the higher levels of learning. These rich interactions with the instructor can be used to help students think critically, obtain expertise, and practice clinical reasoning.

#### Why Blended Learning?

Because health professions highly value the professionals' clinical skills and ability to interpret information in addition to what they know, passive engagement with presentations and rote learning do not adequately prepare students for their respective professions. Blended Learning prepares students for the rigorous requirements of health professions by creating meaningful student/teacher and peer interactions centered in problems and skill sets that resemble those likely to be experienced in the student's chosen field.

#### What Does It Mean for Students?

Students are expected to come to class prepared by completing all out-of-class readings and assignments. The coursework outside of class typically lays a foundation of knowledge or gives students practice needed to engage in higher levels of learning during live class sessions. During the face-to-face class time, students practice critical skills used by health professionals – critical thinking, problem solving, collaborating, and/or applying concepts gained from the out-of-class assignments to real-world examples. If students are not prepared for the face-to-face sessions, they will likely struggle to reach the higher learning goals of the course. When students come prepared, they can be active participants throughout the blended learning course experience, which will help them master course material and maintain what they have learned beyond the end of the course.

The format of this course will be primarily lectures, given by either the course instructor, guest lecturers, or lectures pre-recorded and available online. Case presentations and video instruction will also be used during this course, and these materials will be made available on the course website as well. Although the size of this course somewhat limits class discussions, we strongly encourage students to ask questions, comment on, and discuss the material presented. Effort will be given to provide engaging and participatory lectures.

### **DESCRIPTION OF COURSE CONTENT**

#### **Topical Outline/Course Schedule (readings subject to change per Instructor's planning)**

Week	Date(s)	Module(s)	Topic(s)	Tasks Due	Readings
1	Aug 26	1 & 2	Course Introduction & Basic Concepts	<b>Syllabus Quiz</b>	Mash & Wolf: Ch1
2	Sept 2	3 & 4	Introduction to Assessment & Developmental Considerations	<b>Ask It/Find It #1 Lecture Quiz #2</b>	Mash & Wolf: Ch 4
3	Sept 9	5 & 6	Autism Spectrum Disorders & Intellectual Disability	<b>Discussion Board #1 Lecture Quiz #3</b>	Mash & Wolf: Ch 5
4	Sept 16	7	Anxiety Disorders	<b>Ask It/Find It #2 Lecture Quiz #4</b>	Mash & Wolf: Ch 11
5	Sept 23	8	Mood Disorders	<b>Discussion Board #2 Lecture Quiz #5</b>	Mash & Wolf: Ch 10

Week	Date(s)	Module(s)	Topic(s)	Tasks Due	Readings
6	Sept 30	9, 10, & 11	ADHD; Externalizing Disorders & Parent-Child Interaction Therapy	<b>Ask It/Find It #3</b> <b>Lecture Quiz #6</b>	Mash & Wolf: Ch 8 Mash & Wolf: Ch 9
7	Oct 7	12 & 13	Introduction to Pediatric Psychology & Adherence to Pediatric Regimens & Trauma	<b>Discussion Board #3</b>	Mash & Wolf: Ch 13 Cohen & Mannarino (2004)
8	Oct 14		<b>MIDTERM EXAM</b> (covering weeks 1 – 6) EXAM IS ON THURSDAY MORNING		
9	Oct 21	14 & 15	Sleep; HIV; Health Risk Behaviors	<b>Ask It/Find It #4</b> <b>Lecture Quiz #7</b>	Meltzer & Mindell (2006) Ledlie (2001)
10	Oct 28	16 & 17	Pediatric Obesity; GI Disorders; Feeding & Eating Disorders	<b>Discussion Board #4</b> <b>Lecture Quiz #8</b>	Cunningham & Banez (2006) Mash & Wolfe: Ch. 14 Jackson et al. (2007)
11	Nov 4	18, 19, & 20	Diabetes; Pediatric Transplant; Cancer	<b>Ask It/Find It #5</b> <b>Lecture Quiz #9</b>	Wysocki, Buckloh, & Grecco (2009) Vannatta, Salley & Gerhardt (2009) Parmar (2003)
12	Nov 11	21	Cystic Fibrosis; Asthma	<b>Lecture Quiz #10</b> <b>Infographic Due</b> <b>Nov 11 at noon</b>	Powers (2015) Everhart et al. (2011)
13	Nov 18	22, 23, & 24	Pediatric Pain; Pediatric Burns; Sickle Cell Anemia	<b>Discussion Board #5</b>	Cohen, Maclaren & Lim (2008) Landolt et al. (2002) Casey & Brown (2003)
13	Nov 25		HAPPY THANKSGIVING!!	Eat lots of yummy food and rest!	
	Dec 9		READING DAYS	Study for your final!!	
15	Dec 16		<b>FINAL EXAM</b> (covering weeks 7 – 14)		

### Course Materials and Technology

Required Text: Mash, E.J. & Wolfe, D.A. (2016). *Abnormal Child Psychology* (6th ed.). ISBN-10: 1305105427 | ISBN-13: 978-1305105423

This text has been ordered through the UF Text Adoption service and should be available at the bookstore. Used copies may also be available online. Assigned readings are listed below according to the lecture they accompany. Additional readings will be available for download on the course website for use with Adobe Acrobat Reader.

### Additional Readings

1. Balsamo, L., Shabanova, V., Carbonella, J., Szondy, M. V., Kalbfeld, K., Thomas, D. A., ... & Pashankar, F. (2019). Improving Care for Sickle Cell Pain Crisis Using a Multidisciplinary Approach. *Pediatrics*, 143(5), e20182218.
2. Casey, R.L., & Brown, R.T. (2003). Psychological aspects of hematologic diseases. *Child & Adolescent Psychiatric Clinics of North America*, 12, 567-584.
3. Cohen, L., Maclaren, J., Lim, C.S. (2008). Pain and Pain Management. In Steele, Elkin, Robers (Eds.) *Handbook of Evidence Based Therapies for Children and Adolescents: Bridging Science and Practice*. (pp.281-295). Springer.
4. Cohen, J. A., & Mannarino, A. P. (2004). Treatment of childhood traumatic grief. *Journal of Clinical Child and Adolescent Psychology*, 33, 819-831.
5. Cunningham, C. L., & Banez, G. A. (2007). Pediatric Gastrointestinal Disorders: Prevalence, Costs, and Rationale for a Biopsychosocial Approach. In Cunningham & Benez (Eds.) *Pediatric gastrointestinal disorders: Biopsychosocial assessment and treatment*, (pp 1-12). Springer Science & Business Media.

6. Everhart, R. S., Kopel, S., McQuaid, E. L., Salcedo, L., York, D., Potter, C., & Koinis-Mitchell, D. (2011). Differences in environmental control and asthma outcomes among urban Latino, African American, and non-Latino White families. *Pediatric Allergy, Immunology, and Pulmonology*, 24, 165-169.
7. Jackson, D., Wilkes, L., & McDonald, G. (2007). 'If I was in my daughter's body I'd be devastated': Women's experiences of mothering an overweight or obese child. *Journal of Child Health Care*, 11(1), 29-39.
8. La Greca, A.M. & Mackey, E. (2009). Adherence to pediatric treatment regimens. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology*, 4th edition (pp. 130-152). New York, NY: Guilford Press.
9. Landolt, M. A., Grubernmann, S., & Meuli, M. (2002). Family impact greatest: Predictors of quality of life and psychological adjustment in pediatric burn survivors. *Journal of Trauma*, 53, 1146-1151.
10. Ledlie, S.W. (2001). The psychosocial issues of children with perinatally acquired HIV disease becoming adolescents: A growing challenge for providers. *AIDS Patient Care and STD's*, 15(5), 231-236.
11. Meltzer, L. J., & Mindell, J. A. (2006). Sleep and sleep disorders in children and adolescents. *Psychiatric Clinics of North America*, 29(4), 1059-1076.
12. Parmar, G., Wu, J.W., Chan, K.W. (2003). Bone marrow donation in childhood: One donor's perspective. *Psycho-Oncology*, 12, 91-94.
13. Powers SW, Stark LJ, Chamberlin LA, et al. Behavioral and Nutritional Treatment for Preschool-Aged Children With Cystic Fibrosis: A Randomized Clinical Trial. *JAMA Pediatrics*. 2015;169:e150636.
14. Vannatta, I., Salley, C.G., and Gerhardt, C.A. (2009). Pediatric Oncology: Progress and Future Challenges. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology*, 4th edition (pp. 319-333). New York, NY: Guilford Press.
15. Wysocki, T.M., Buckloh, L.M., & Greco, P. (2009). The Psychological Context of Diabetes Mellitus in Youths. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology*, 4th edition (pp. 319-333). New York, NY: Guilford Press.

We will be using E-Learning for this course. The website can be accessed at: <https://lss.at.ufl.edu>. The syllabus, Powerpoints, and readings will be posted here weekly, in addition to grades when they become available.

For technical support for this class, please contact the UF Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

### **Additional Academic Resources**

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

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

Lecture Quizzes (10% of your grade): Lecture quizzes will be due once per week either in class or following completion of online course material. These quizzes are intended to support your ability to keep up with the material each week as well as provide you with examples of the types of questions that will be asked on the exams. You may refer back to course material, but quizzes will be time-limited, which means you should have a general sense of the answers or you will not have time to complete every question. See Canvas for quiz due dates.

Exams (45% of your grade): There will be TWO exams: a midterm covering content from the first half of the course and a final covering content from the last half of the course. The exams will cover material from lectures, videos, and readings. The format of exams will be multiple choice and short answer. Exams are scheduled for a particular day and time to ensure faculty availability for questions during the exam. There will be no make-up exams, except for documented medical reasons (i.e., physician note). If you miss the exam, you will receive a score of zero on that exam. Any arrangements to change the date of the exam must be made early in the semester or they will not be considered.

Discussion Boards (10% of your grade): Discussion boards will be made available for students to cross-talk about issues related to course content. Weekly participation in boards will be expected, with full credit given to students who post thoughtful, **empirically-based content** in response to questions posed *and* peer/faculty content. More than one post within each discussion board is expected for full credit, so students will need to monitor the boards across each week. Your first post on the discussion board will be due by **Wednesday** of the assigned week. Boards will close by **Saturday** of the assigned week. This activity is designed to support peer-to-peer engagement in learning as well as deeper understanding of course content. Full credit will be given to students who demonstrate the ability to extend their learning outside of course content provided (e.g., including scientific literature from a peer reviewed journal article to support statements, with references provided).

Infographic (20% of your grade): Infographics are visual depictions of data and ideas used to generate interest in various topics and communicate information concisely and simply. For this assignment, you will develop a one-page infographic designed to quickly, clearly, and accurately present information in a visually stimulating way. The presentation of information must be novel, and the information depicted must be comprehensive enough to communicate the message without additional explanation. For the infographic, you must select one pathology discussed in class (can be clinical child or pediatric psychology oriented) and visually depict how this pathology manifests itself uniquely in child or adolescent populations. Prior classes gave feedback that this assignment took them longer than they estimated it would take, so start early and ask me for feedback in advance of the due date. You will also be asked to upload your infographic for peer review. Your peer review of other student's infographic will contribute to your overall grade.

As you design your infographic, consider what information would be relevant to: 1) persuade policy makers about the particular health issue you have selected and 2) generate interest or provide information to the general public with little to no prior knowledge of your selected topic. Projects will be graded based on the quantity (provision of appropriate – not too much or too little – amount of information) and quality (information depicted is accurate and evidence-based, goes beyond content provided in class or readings) of information provided, innovation in data presentation (data is organized, interesting, and visually appealing), and public health relevance (information is important and understandable to a lay audience) of the information provided. The information you provide must have solid scientific evidence with specific sources to support claims and data summaries. You must provide a list of references/sources to support the information you have provided in your infographic. You may provide a 500 maximum word summary detailing the approach and strengths of your particular approach to the infographic if you feel it will assist me in understanding the thought process behind your final product, although this is **not** a requirement of the assignment.

There are many tools online that can be useful for creation of infographics such as the following:

- [http://www.freepik.com/free-vector/infographic-elements-pack\\_772624.htm](http://www.freepik.com/free-vector/infographic-elements-pack_772624.htm)
- <http://www.easel.ly/blog/category/infographic-templates/>
- <http://www.dreamstime.com/photos-images/infographic.html>

Here are a few examples of infographics of varying quality:

- [http://www.who.int/violence\\_injury\\_prevention/road\\_safety\\_status/2013/facts/magnitude\\_web.jpg](http://www.who.int/violence_injury_prevention/road_safety_status/2013/facts/magnitude_web.jpg)
- <http://www.paho.org/world-health-day-2014/wp-content/uploads/2014/03/WHDIInfographic.pdf>
- [http://www.publichealthontario.ca/en/eRepository/OHP\\_infog\\_Foodborne\\_2014.pdf](http://www.publichealthontario.ca/en/eRepository/OHP_infog_Foodborne_2014.pdf)
- Additional examples posted on Canvas from prior classes

**Ask It/Find It (15% of your grade):** Every week, you will be required to either submit one question or respond to a question and answer submitted by one of your peers via the course website related to the readings or other course materials and utilize the academic resources you have at hand here at the University of Florida (e.g., libraries, faculty experts, National Institute of Health websites) to answer your question. You will be expected to ask a question that falls outside the range of easy logic or common sense (e.g., “Do anxiety disorders cause children to miss school days?” would NOT be an acceptable question) and extends your learning from course content in some way (e.g., “What type of anxiety disorders are most related to student school refusals?” would be an appropriate, extending question). Each Ask It/Find It assignment is worth 1.5 points: 0.5 point for a thoughtful question that extends **beyond** course content provided; 0.5 point for a thoughtful answer to your question; and 0.5 point for the reference for the academic resource that supported your answer to your question. Submissions will be evaluated for plagiarism. Submissions with plagiarism will receive a score of zero, and students will be referred to the Dean’s office for academic misconduct.

Ask It/Find It assignments can be submitted early but will not be accepted late. The Ask It/Find It assignments on assigned weeks are due by **Friday at noon**. Content from your submission **must be unique** from content provided by course readings and lecture. You must provide a citation from a reliable *academic* source (e.g., a peer-reviewed journal or NIH-related website; NOT Wikipedia or WebMD) for each Ask It/Find It submitted. You will lose points if the source is not a peer-reviewed journal or other reputable academic source. If you are uncertain about the credibility of one of your sources you can always include more than one source. Course readings and lecture **cannot** serve as your cited resource. Periodically, the Ask It/Find It assignment will be a group discussion assignment. Read instructions closely each week to ensure you are providing the correct content.

Resources that can be helpful for completion of this task include:

- Academic journals available through PubMed or Google Scholar such as *Pediatrics*, *Journal of Clinical Child and Adolescent Psychology*, or *Journal of Child and Adolescent Psychiatry*
- Research related websites such as NIH institutes: NIDA (<https://www.drugabuse.gov/>), NICHD (<https://www.nichd.nih.gov/>), or other found here (<https://www.nih.gov/institutes-nih/list-nih-institutes-centers-offices>)
- Additional websites on child development such as the Administration for Children and Families (<https://www.acf.hhs.gov/>) or the American Academy of Pediatrics ([www.aap.org](http://www.aap.org))

## Grading

<u>Requirement</u>	<u>Due date</u>	<u>Number of Tasks</u>	<u>Points per Task</u>	<u>% of final grade</u>
Ask It/Find It	Periodic	5	3	15%
Lecture Quizzes	Weekly	10	1	10%
Discussion Board	Periodic	5	2	10%
Midterm Exam	Oct 14 <sup>th</sup>	1	20	20%
Infographic	Nov 11 <sup>th</sup>	1	20	20%

Final Exam	Dec 16 <sup>th</sup>	1	25	25%
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Point system used (i.e., how do course percentage points translate into letter grades).

**Example:**

<b>Points earned</b>	<b>94-100</b>	<b>90-93</b>	<b>87-89</b>	<b>83-86</b>	<b>80-82</b>	<b>77-79</b>	<b>73-76</b>	<b>70-72</b>	<b>67-69</b>	<b>63-66</b>	<b>60-62</b>	<b>Below 60</b>
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### Exam Policy

There will be no make-up exams, except for documented medical reasons (i.e., physician note) or extreme personal situations that are verified and approved by the instructor prior to the exam date. If you miss an exam, you will receive a score of zero on that exam. Students who *must* miss class on the day of an exam may request arrangements to take the exam early, pending approval by the instructor. These arrangements *must* be made early in the semester. If you will miss a class or need to leave a class early please let the instructor know in advance.

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

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.

Late assignments will be accepted with a 10% decrease in overall grade for every day late. Late assignments one week past the due date will not be accepted and will receive a grade of "0". Ask It/Find It assignments are due before the start of the next module's class and will not receive credit if completed late.

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

You are required to attend class weekly, and you will receive points towards your grade in class based on your attendance. You may miss one class without any penalty or requirement for an excused absence. If you are more than 20 minutes late to class that will be treated as an unexcused absence. Please be respectful of your classmates and make every effort to be on time to class.

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>

## Policy Related to Required Class Participation

You are required to participate fully in the course by attending all in person lectures, completing online modules, consuming the course content provided, completing lecture quizzes when available, and submitting assignments by their due dates online. If you have any difficulty in completing any portion of the course, please alert Dr. Gabrielli as soon as possible.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Laptop, Cell Phone, and Newspaper Policy: Given that class lectures are available online, laptops will be allowed as part of course participation. Assignments are expected to be completed independently (that means, without any help from peers or others). I appreciate your cooperation.

### Communication Guidelines

It is expected that all email communications, threaded discussions, and in person and online course activities will be conducted with respect for others based on UF academic policies. The course instructor and teaching assistant will make every effort to respond to student emails and communications within 24 to 48 hours, or sooner if possible. Please do not hesitate to email again if your question or email has not received a response in a timely fashion.

Netiquette Guidelines can be accessed here: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### 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.

### Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.



If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### **COVID-19 Symptoms**

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### **Recording Within the Course:**

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

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party

note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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

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

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

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

### **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.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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

### **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)