

**University of Florida  
College of Public Health & Health Professions Syllabus  
CLP 4134: Introduction to Clinical Child/Pediatric Psychology (3 credit hours)**

Semester: Fall 2022  
Delivery Format: On-Campus  
Course Website: <https://ufl.instructure.com/courses/462674>

Instructor Names: David Fedele, PhD; Natalie Koskela-Staples, M.S.; Ryan McCarty, M.S.

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Office Hours: By appointment

Undergraduate Teaching Assistant: Brandon Hertzendorf ([bhertzendorf@ufl.edu](mailto:bhertzendorf@ufl.edu))

Preferred Course Communications: email

### **Prerequisites**

PSY 2012 and CLP 3144, and STA 2023

### **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.

#### **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. Describe 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. Define and differentiate most common psychological disorders of children and adolescents and discuss how these disorders may present to clinicians.
3. Summarize assessment techniques and common psychological treatment modalities used with children and families and identify which methods have been empirically supported.
4. Demonstrate an understanding of intersectionality in class assignments, evaluate ethical issues, and describe ways to address abuse/neglect within psychological practice.
5. Discuss the training of clinical child/pediatric psychologists.

## Instructional Methods

### DESCRIPTION OF COURSE CONTENT

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

Week/ Module	Date(s)	Topic(s)	Tasks Due	Readings
1	Aug 25	Course Introduction & Basic Concepts		Mash & Wolf: Ch 1 & 2
2	Sept 1	Introduction to Assessment & Developmental Considerations	<b>Discussion Board #1</b>	Mash & Wolf: Ch 4
3	Sept 8	Neurodevelopmental Disorders: Autism Spectrum Disorders, Intellectual Disability, Communication & Learning Disorders	<b>Discussion Board #2</b>	Mash & Wolf: Ch 5, 6, 7
4	Sept 15	Anxiety Disorders & Obsessive-Compulsive and Related Disorders	<b>Discussion Board #3</b>	Mash & Wolf: Ch 11
5	Sept 22	Mood Disorders	<b>Discussion Board #4</b>	Mash & Wolf: Ch 10 Madubata et al., 2021
6	Sept 29	ADHD; Externalizing Disorders & Parent-Child Interaction Therapy	<b>Discussion Board #5</b>	Mash & Wolf: Ch 8 Mash & Wolf: Ch 9
7	Oct 6	Trauma & Substance Use Behaviors	<b>Discussion Board #6</b>	Marsh & Wolf: Ch 12 & 13 Gray & Squeglia (2018)
8	Oct 13	<b>MIDTERM EXAM</b> (covering weeks 1 – 7)		
9	Oct 20	Introduction to Pediatric Psychology; cross-cutting issues in pediatric psychology (e.g., adherence, sleep)	<b>Discussion Board #7</b>	Wu et al. (2013) Pai & McGrady (2014) Honaker et al. (2020)
10	Oct 27	Diabetes Epilepsy	<b>Discussion Board #8</b>	Wysocki, et al. (2017) Modi et al. (2017)
11	Nov 3	Pediatric Obesity; GI Disorders; Feeding & Eating Disorders	<b>Discussion Board #9</b>	Reed-Knight et al. (2017) Mash & Wolfe: Ch. 14 Smith et al. (2020)
12	Nov 10	Pediatric Transplant; Cancer; Sickle Cell Disease	<b>Discussion Board #10</b>	Vannatta & Salley (2017) Eaton et al. (2017) Lemanek et al. (2017)
13	Nov 17	Cystic Fibrosis; Allergic Diseases	<b>Individual Project Due Nov 17 at 11:59pm</b>	Powers (2015) Everhart et al. (2011)
14	Nov 24	HOLIDAY		Eat lots of yummy food and rest!
15	Dec 1	Pediatric Pain; Pediatric Burns	<b>Discussion Board #11</b>	Coakley & Wihak (2017) Duncan et al. (2017)
	Dec 8	READING DAYS		Study for your final!!
16	Dec 16 12:30- 2:20pm	<b>FINAL EXAM</b> (covering weeks 9 – 15)		

## **Course Materials and Technology**

Required Text: Mash, E.J. & Wolfe, D.A. (2019). *Abnormal Child Psychology* (7th ed.). ISBN: 978-1-337-62426-8

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. Coakley R, & Wihak T. (2017). Evidence-based psychological interventions for the management of pediatric chronic pain: New directions in research and clinical practice. *Children*, 4(2), 9. <https://doi.org/10.3390/children4020009>
2. Duncan, C. L., Szabo, M. M., & Metrikoski, J. M. Pediatric burns. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology* (5th ed.). (452-466).
3. Eaton, C. K., Gutierrez-Colina, A. M., Fredericks, E. M., Lee, J. L., Reed-Knight, B., Mee, L. L., LaMotte, J. E., & Blount, R. L. Organ transplant. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology* (5th ed.). (452-466). New York, NY: Guilford Publications.
4. 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.
5. Gray, K. M., & Squeglia, L. M. (2018). Research Review: What have we learned about adolescent substance use?. *Journal of Child Psychology and Psychiatry*, 59(6), 618-627.
6. Honaker, S., Meltzer, L. J., & Mindell, J. (2017). Pediatric sleep. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology* (5th ed.). (452-466). New York, NY: Guilford Publications.
7. Lemanek, K. L., Hahn, A., & McNaull, M. Sickle cell disease. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology* (5th ed.). (452-466). New York, NY: Guilford Publications.
8. Madubata, I., Spivey, L. A., Alvarez, G. M., Neblett, E. W., & Prinstein, M. J. (2022). Forms of Racial/Ethnic Discrimination and Suicidal Ideation: A Prospective Examination of African-American and Latinx Youth. *Journal of Clinical Child & Adolescent Psychology*, 51(1), 23-31.
9. Modi, A. C., Guilfoyle, S. M., & Wagner, J. Epilepsy. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology* (5th ed.). (452-466). New York, NY: Guilford Publications.
10. Powers, S. W., Stark, L. J., Chamberlin, L. A., Filigno, S. S., Sullivan, S. M., Lemanek, K. L., ... & Clancy, J. P. (2015). Behavioral and nutritional treatment for preschool-aged children with cystic fibrosis: A randomized clinical trial. *JAMA Pediatrics*, 169(5), e150636-e150636.
11. Reed-Knight, B., Maddux, M. H., Deacy, A. D., Lamparyk, K., Stone, A. L., & Mackner, L. (2017). Brain-gut interactions and maintenance factors in pediatric gastroenterological disorders: Recommendations for clinical care. *Clinical Practice in Pediatric Psychology*, 5(1), 93.
12. Smith, J. D., Fu, E., & Kobayashi, M. A. (2020). Prevention and management of childhood obesity and its psychological and health comorbidities. *Annual Review of Clinical Psychology*, 16, 351-378.
13. Vannatta, I., & Salley, C.G.. (2017). Pediatric Cancer. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology* (5th ed.). (452-466). New York, NY: Guilford Publications.
14. Wu, Y., et al (2013). Pediatric Psychologist use of adherence assessments and interventions. *Journal of Pediatric Psychology*, 38, 595-604.
15. Wysocki, T., Buckloh, L. M., & Greco, P. (2009). The psychological context of diabetes mellitus in youths. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology* (5th ed.). (452-466). New York, NY: Guilford Publications.

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

Exams (60% 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 and readings. The format of exams will be multiple choice and short answer. 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 (20% 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 discussion board prompts *and* peer/faculty content. To receive full credit, you will need to provide an original post and respond to at least one other post. Your first post on the discussion board will be due by 11:59pm EST on the **Wednesday** of the assigned week (the day before that week's class). Your response to other post(s) will be due by 11:59pm EST on the **Friday** of the assigned week, at which point discussion boards will close. 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). There are 11 available discussion boards; you will be graded on 10 (can skip or drop one).

Discussion board topics will vary weekly and will be posted in Canvas. Example prompts include: taking a stance on a controversy within the field, discussing multicultural considerations within a specific diagnosis, or developing a question regarding a course topic and sharing your evidence-based findings. You may 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 respond to prompts. 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 original discussion board post 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. Resources that can be helpful for completion of discussion boards 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))

Individual Project (20% of your grade): You will select one pathology discussed in class (can be clinical child or pediatric psychology oriented) and depict how this pathology manifests itself uniquely in child or adolescent populations. You will include information 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 quality (information depicted is accurate and evidence-based, goes beyond content provided in class or readings) and public health relevance (information is important and presented clearly and in an organized manner). 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, including at least two academic articles (i.e., peer-reviewed publications) not used in the class. You can do this in one of two ways:

*Option 1: Infographic:* 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. A good infographic provides an appropriate quantity of information (not too much or too little). Specific grading criteria will be provided in Canvas rubric.

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 (please also see Canvas for additional examples):

- <https://www.nspt4kids.com/infographics/sensory-processing-disorder-spd-infographic/>
- <https://cdn.cancercenter.com/-/media/ctca/images/others/infographics/leukemia-infographic-pdf.pdf>
- <https://newint.org/sites/default/files/features/2012/05/14/452-18-mental-health-facts.jpg>

*Option 2: Written Petition:* For this assignment, you will create a 1000-2000 word (not including references) petition convincing a stakeholder group of the importance of a condition and a treatment for the condition. Specific grading criteria will be provided in Canvas rubric.

## Grading

<u>Requirement</u>	<u>Due date</u>	<u>Number of Tasks</u>	<u>Points per Task</u>	<u>% of final grade</u>
Discussion Board	Weekly	10	2	20%
Midterm Exam	Oct 13 <sup>th</sup>	1	30	30%
Infographic OR Written Petition	Nov 10 <sup>th</sup>	1	20	20%
Final Exam	Dec 16 <sup>th</sup>	1	30	30%

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

**Example:**

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

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

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**

Given that this is an upper level elective course, class attendance is expected and highly desirable. Keep in mind that lecture material will include information from assigned readings, but it will not be exclusively from the textbook or assigned articles. Weekly lecture material will be more in-depth than content from the assigned readings and will be included in exams. However, if you are feeling ill, please do not attend class. If you need to miss class due to illness or an otherwise excused absence, please communicate with instructors and request notes from your classmates.

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 course content, consuming the course content provided, and submitting assignments by their due dates online. If you have any difficulty in completing any portion of the course, please alert the instructors as soon as possible.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Laptop, Cell Phone, and Newspaper Policy: 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). We 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.

### 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.php.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.
- The **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.

#### **Instructor Commitment to Equity, Diversity, and Inclusion**

Within the field of clinical psychology, recognition and celebration of individual differences and the impact of culture on personal development is a core professional value. As such, we intend to promote learning about the topics within this course through a lens of cultural humility. We are also committed to providing an inclusive training environment within this course that enables all students to feel comfortable to discuss ideas or ask questions that provide a diversity of perspectives while maintaining respect for others.

#### **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)