

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**CLP 4420 (Section 5159): Introduction to Neuropsychology (3 credit hours)**  
 Spring Semester, 2023  
 Period 9 - 11 (4:05 – 7:05)  
 Course Listed on Canvas

Instructor Name: Catherine Price, Ph.D., ABPP/CN  
 Teaching Assistants: Adrianna Marta Ratajska, M.S., Joshua Henry Owens, M.S.  
 Room Number: G103 HPNP  
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 Office Hours: Thursday, 9 am-10 am, <https://ufl.zoom.us/my/catherineprice>  
 Preferred Course Communications: email (cep23@phhp.ufl.edu) or text to 352-494-6999

**Prerequisites:** Introduction to Psychology, Abnormal Psychology

## **PURPOSE AND OUTCOME**

**Course Overview.** This course introduces the science and practice of neuropsychology, including the anatomic, functional, and cognitive substrates underlying human behavior and neuropsychological disorders.

**Relation to Program Outcomes.** This course provides didactic instruction and case examples that enable the student to develop beginning knowledge and skills in understanding normal and disordered brain function. It provides information useful for students who aspire to careers in neuroscience, health professions, or rehabilitation.

**Course Objectives and/or Goals.** Upon successful completion of the course, students will have acquired knowledge and understanding of the concepts and terminology essential to the field of clinical neuropsychology, including:

- the role of neuropsychology in the interdisciplinary study and treatment of clinical disorders of higher cognitive function
- the historical origins and future directions of neuropsychology
- key methods and major assumptions in neuropsychology research and clinical practice
- functionally relevant neuroanatomy
- primary cognitive domains and related neuropsychological disorders, including their assessment and treatments
- lifespan issues in neuropsychology, including pediatric and geriatric disorders, and the role of neuroplasticity in the brain's response to injury and interventions
- professional issues, including ethical guidelines, training requirements, and career options.

**Instructional Methods:** Lectures, videos, class group activities, demonstrations

## **Course Materials and Technology**

**Recommended textbook:** Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2007). *Principles of Neuropsychology: 2nd Edition*, Thomson Wadsworth Publishers.

**Online Materials:** Required readings not found in the textbook will be posted via the University's E-learning system/Canvas at <http://elearning.ufl.edu>. The course has both in-person and online (Zoom) sections. A Zoom invitation will be sent separately via the e-mail function that can be added to the student's Outlook calendar.

**Supplemental and Optional Readings/Resources:** Additional articles, videos, and tutorials will also be posted on Canvas. **Course participants are asked to download the sli.do app from an app store near you.**

- **NOTE: All readings posted online are for educational purposes only and should not be duplicated or redistributed.**

### What to Expect

The human brain is arguably the most complex organ of the body; as a result, understanding its function – and dysfunction – can be both fun and challenging. This course is information-intensive. My goal is to provide you with the necessary tools and resources to succeed in this course. Therefore, ***you can expect us to:***

- Be passionate about the material and do my best to facilitate interest and learning
- Post PowerPoint files of each lecture on the course website (every effort will be made to post these by noon on the day of each class, if not earlier)
- Integrate videos, case studies, and guest presentations into class lectures wherever feasible
- Provide supplemental readings, tutorials, and videos to enhance learning
- Provide study questions that help you organize your learning in preparing for exams
- Be available during weekly office hours
- Provide opportunities to review material before each exam

In return, ***we expect you to:***

- Attend class.
- Participate: In addition to simply attending class, I hope and expect that you will ask questions, respond to questions and polls, make comments, and otherwise contribute in class.
- Read: This course covers a fairly large amount of material, and readings have been carefully selected to help you learn and understand the topics discussed in lecture.
- Be respectful and professional with classmates, instructors, and guest speakers. Professional behavior includes arriving on time for class and silencing all cellphones and other personal electronic devices. In class, laptops, tablets, etc., should be used for viewing slides and taking notes, NOT for surfing the web, altering your fantasy football roster, getting your Instagram account suspended, ordering from Amazon, or other non-academic activities.

## DESCRIPTION OF COURSE CONTENT 2021

**Topical Outline/Course Schedule – expect occasional updates to the schedule as well as the addition of contemporary optional readings of interest.**

<b>Classes 1-3: Introduction, Methods, and Anatomy</b>		
<b>Jan 9: INTRODUCTION AND HISTORY</b> Class 1 Welcome, Course Syllabus Review	<i>Lecture Topics:</i> Neuropsychology and Clinical Neuroscience History of Neuropsychology	<i>Readings:</i> Zillmer, Spiers & Culbertson: • Chapter 1: A History of Neuropsychology
<b>Jan 17: No Class – Martin Luther King, Jr. Day</b>		
<b>Jan 23: RESEARCH AND CLINICAL METHODS</b> Class 2	<i>Lecture Topics:</i> Experimental methods in neuropsychology Clinical neuropsychological assessment methods	<i>Readings:</i> Zillmer, Spiers & Culbertson: • Chapter 2: Methods of Investigating the Brain • Chapter 3: Neuropsychological Assessment and Diagnosis • Howieson, D. (2019). Current limitations of neuropsychological tests and assessment procedures. <i>The Clinical Neuropsychologist</i> , 33, 200-208.

<p><b>Jan 30: ORGANIZATION OF THE BRAIN AND BEHAVIOR</b> Class 3</p>	<p><i>Lecture Topic:</i> Clinically-relevant functional neuroanatomy: General principles and functional systems</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Gaynor &amp; Bauer, 2020</li> <li>• Zillmer, Spiers &amp; Culbertson: Chapter 4: Cells of Thought Chapter 5: Functional Neuroanatomy Chapter 6: Cerebral Specialization (pp. 155-167)</li> </ul>
<p><b><u>Feb 6: EXAM 1 (Classes 1-3)</u></b></p>		
<p><b>Classes 4-7: Cognitive Domains and Disorders</b></p>		
<p><b>Feb 13: LANGUAGE AND APHASIA</b> Class 4</p>	<p><i>Lecture Topics:</i> Overview of Language Acquired and Developmental Language Disorders</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Kolb &amp; Whishaw: Chapter 19: The Origins of Language</li> </ul> <p><i>Optional Reading:</i></p> <ul style="list-style-type: none"> <li>• Worrall (2019). The seven habits of highly effective aphasia therapists: The perspective of people living with aphasia. <i>International Journal of Speech-Language Pathology</i>, 21, 438-447.</li> <li>• Sacks, O. (2005). Recalled to life: When patients suffer a loss of language, must they also lose their sense of self? <i>The New Yorker</i>, October 31, 46-53.</li> </ul>
<p><b>Feb 20: ATTENTION AND PERCEPTION</b> Class 5</p>	<p><i>Lecture Topics:</i> Visuospatial Abilities, Attention, Neglect, Agnosia</p> <p><i>Key Topics/Disorders:</i> Attentional dysfunction Sensory perception Visuospatial processing Visual Agnosia (object, face agnosia) Hemispatial Neglect Topographical Disorientation</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Bauer, 2014</li> <li>• Zillmer, Spiers, &amp; Culbertson: Chapter 9: pp. 240-246</li> </ul> <p>On the course website: Selections from Kolb &amp; Whishaw:</p> <ul style="list-style-type: none"> <li>• Chapter 13: The Occipital Lobes <ul style="list-style-type: none"> <li>○ pp. 323-325 (“Visual Functions Beyond the Occipital Lobes”)</li> <li>○ pp. 330-340 (beginning with “Disorders of Cortical Function”)</li> </ul> </li> <li>• Chapter 14: The Parietal Lobes (pp. 345-364)</li> <li>• Chapter 15: The Temporal Lobes (pp. 373-385)</li> <li>• Husain, M. (2008), Hemineglect. <i>Scholarpedia</i>, 3(2):3681. <a href="http://www.scholarpedia.org/article/Hemineglect">http://www.scholarpedia.org/article/Hemineglect</a></li> </ul> <p><i>Optional Readings:</i></p> <ul style="list-style-type: none"> <li>• Bisiach, E. &amp; Luzzatti, C. (1978). Unilateral neglect of representational space, <i>Cortex</i>, 14, 129–133.</li> <li>• Farah, M. J. &amp; Feinberg, T. E. (2000). Visual object agnosia. In M. J. Farah &amp; T. E. Feinberg (Eds.), <i>Patient-based approaches to cognitive neuroscience</i> (pp. 79-84). Cambridge, MA: MIT Press.</li> </ul>
<p><b>Feb 27: MEMORY AND AMNESIA</b> Class 6</p>	<p><i>Lecture Topic:</i> Overview of memory, Amnesia Episodic and semantic memory disorders</p>	<p><i>Readings:</i> Online:</p> <ul style="list-style-type: none"> <li>• Kolb &amp; Whishaw: Chapter 18: Memory</li> <li>• Bauer, et al, 2019</li> </ul> <p><i>Optional Reading:</i></p> <ul style="list-style-type: none"> <li>• Sacks, O. (2007). The abyss: Music and amnesia. <i>The New Yorker</i>, September 24, 100-</li> </ul>

		<p>111.</p> <ul style="list-style-type: none"> <li>Farah, M.J. &amp; Grossman, M. (2000). Semantic memory impairments. In M. J. Farah &amp; T. E. Feinberg (Eds.), <i>Patient-based approaches to cognitive neuroscience</i> (pp. 301-305). Cambridge, MA: The MIT Press.</li> </ul>
<p><b>March 6<sup>th</sup>: FRONTAL LOBE AND EXECUTIVE FUNCTIONS</b> Class 7</p>	<p><i>Lecture Topics:</i> Functional Anatomy of Frontal Lobes Executive function and dysfunction Motor Planning and Intention Personality and Mood Regulation Working Memory</p>	<p><i>Readings:</i> Zillmer, Spiers &amp; Culbertson:</p> <ul style="list-style-type: none"> <li>Chapter 9: pp. 246-259</li> </ul> <p>Canvas: Kolb &amp; Whishaw:</p> <ul style="list-style-type: none"> <li>Chapter 16: The Frontal Lobes</li> <li>Chapter 26: Neurological Disorders – TBI section (pp. 702-706)</li> </ul> <p><i>Optional Reading:</i> Damasio, H., Grabowski, T., Frank, R., Galaburda, A. M., &amp; Damasio, A. R. (1994). The return of Phineas Gage: Clues about the brain from the skull of a famous patient. <i>Science</i>, 264, 1102-1105.</p>
<p><b>March 13th: No Class - Spring Break</b></p>		
<p><b><i>March 20: Exam 2 (Classes 4-7)</i></b></p>		
<p><b>March 27: TRAUMATIC BRAIN INJURY</b> Class 8</p>	<p><i>Lecture Topics:</i> Overview of traumatic brain injury Functional outcome in head injury Assessment and management of head injury and concussion Rehabilitation</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> <li>Zillmer, Spiers &amp; Culbertson: Chapter 13: Traumatic Head Injury and Rehabilitation (pp. 369-389).</li> <li>McCrea, M., Broshek, D.K. &amp; Barth, J.T. (2015). Sports concussion assessment and management: Future research directions. <i>Brain Injury</i>, 29, 276-282.</li> </ul> <p><i>Optional Reading:</i></p> <ul style="list-style-type: none"> <li>Wagner, A.K. (2010). TBI translational rehabilitation research in the 21<sup>st</sup> century: Exploring a reholomics research model. <i>Eur J. Phys Rehabil Med</i>, 46, 549-555.</li> <li>Omalu, B.I. et al (2005). Chronic traumatic encephalopathy in a National Football League player. <i>Neurosurgery</i>, 57, 128-134.</li> </ul>
<p><b>Classes 8-10: Clinical Lifespan and Professional Issues</b></p>		
<p><b>April 3: PEDIATRIC NEUROPSYCHOLOGY</b> Class 9</p>	<p><i>Lecture Topics and Disorders:</i> Epilepsy Developmental/Autism Spectrum Disorders Pediatric Neuropsychology Pediatric Neuropsychological Disorders: Pre- and perinatal brain damage Genetic/congenital disorders Learning disabilities Pervasive Developmental Disorders</p>	<p><i>Readings:</i> Zillmer, Spiers &amp; Culbertson:</p> <ul style="list-style-type: none"> <li>Chapter 10: Developmental Disorders of Childhood</li> <li>Chapter 11: Learning and Neuropsychiatric Disorders of Childhood</li> </ul> <p><i>Optional Reading:</i></p> <ul style="list-style-type: none"> <li>Singh, A., Yeh, C.J., Verma, N., &amp; Das, A.K. (2015). Overview of attention deficit hyperactivity disorder in young children. <i>Health Psychology Research</i>, 3:2115.</li> </ul>

	Attention Deficit Hyperactivity Disorder	
<b>April 10: AGING AND DEMENTIA</b> Class 10  <u><b>PAPERS DUE BY 5pm</b></u>	<i>Lecture Topics:</i> Normal Aging Pathological Aging and Dementia  <i>Key disorders:</i> Mild Cognitive Impairment (MCI) Degenerative dementia (e.g., Alzheimer's disease, Frontotemporal dementia) Vascular dementia/vascular disease/white matter disease	<i>Readings:</i> Zillmer, Spiers, & Culbertson: <ul style="list-style-type: none"> <li>Chapter 12: Cerebrovascular Disorders (pp. 339-347; 351-357)</li> <li>Chapter 14: Normal Aging and Dementia: Alzheimer's Disease</li> <li>Chapter 15: Subcortical Dementias</li> </ul> <i>Optional Readings:</i> <ul style="list-style-type: none"> <li>Park, D. C. and P. Reuter-Lorenz (2009). "The adaptive brain: aging and neurocognitive scaffolding." <i>Ann Rev Psychol</i> 60: 173-96</li> <li>Sperling, R., Mormino, E., &amp; Johnson, K. (2014). The evolution of preclinical Alzheimer's disease: Implications for prevention trials. <i>Neuron</i>, 84, 608-622.</li> <li>Jack, C.R., et al. (2018). NIA-AA Research Framework: Toward a biological definition of Alzheimer's disease. <i>Alzheimer's &amp; Dementia</i>, 14, 535-562.</li> </ul>
<b>April 17: PROFESSIONAL ISSUES AND APPLICATIONS</b> Class 11	<i>Lecture Topics:</i> Ethical guidelines and considerations Multicultural issues in Neuropsychology Forensic Neuropsychology Training in Neuropsychology Careers in Neuropsychology	<i>Readings:</i> Online/Canvas: <ul style="list-style-type: none"> <li>Craig, P. (2007). Clinical Neuropsychology: Brain-Behavior Relationships. In R. J. Sternberg (Ed.), <i>Career Paths in Psychology: Where Your Degree Can Take You</i> (pp. 161-178). Washington, DC: American Psychological Association.</li> <li>APA Ethical guidelines: <a href="https://www.apa.org/ethics/code/">https://www.apa.org/ethics/code/</a></li> <li>Smith, G., on behalf of the CNS (2019) Education and training in clinical neuropsychology: Recent developments and documents from the clinical neuropsychology synarchy, <i>The Clinical Neuropsychologist</i>, 33:3, 447-465,</li> <li>American Psychological Association. 2017. <i>Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality</i>. Retrieved from: <a href="http://www.apa.org/about/policy/multicultural-guidelines.pdf">http://www.apa.org/about/policy/multicultural-guidelines.pdf</a></li> </ul>
<b><i>May 1: FINAL EXAM (In Class; 67% from Class 8-11; 33% from earlier)</i></b>		

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

- <http://helpdesk.ufl.edu/>
- (352) 392-HELP – (4357)

## ACADEMIC REQUIREMENTS AND GRADING

**Examinations and Assignments:** Final grades will be based on participation (5%), one paper assignment (20%), and three in-class examinations (25% each; 75% total).

**Attendance/Participation:** Attendance and participation will be recorded by the instructor and teaching assistants. Attendance will be randomly acquired throughout the semester. Attendees will receive a "1". Total score is 5% of the total grade.

**Paper Assignment:** Each student will be expected to complete one paper assignment, which will account for 25% of the final course grade, due April 10, 2023, at 5 pm. The paper will consist of a critique of a research article in neuropsychology. Students will choose one article to critique from a list of articles provided for this purpose. The specific format for subsections of the paper, as well as a scoring rubric, are forthcoming. Papers should be 3-5 typed, double-spaced pages in Arial 11-12 point font with 1" margins. Students will submit the paper electronically to the Canvas website by the due date/time.

**Examinations** will take place in class on the dates listed in the schedule and the Table below. All examinations are open-book, open-note exams. Examinations will cover material as indicated in the schedule. The examination format will utilize a variety of objective methods (multiple-choice, short answer, true-falls, fill-in-the-blank, etc.). Examinations will cover both reading and lecture material, though materials in lectures will be emphasized. Students will receive study questions in advance of each exam to help them prepare.

### Grading

Relevant dates on which points can be earned are listed in this Table. Please mark your calendars.

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Exam 1	February 6, 2023	25%
Exam 2	March 20, 2023	25%
Paper	April 10, 2023	20%
Exam 3	May 1, 2023	25%
Participation	Random dates	5%

**Point system** used (i.e., how course points translate into letter grades). Exams will each be assigned several points. Earned points based on correct answers will be summed and expressed as a percentage of the total possible points. All grades will be rounded (up or down) to the nearest integer. Grading is based on percentage cut-offs as follows:

Percentage of 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

Please be aware that the Bachelor of Health Science Program does not use C- grades.

The following table lists the conversion from letter grades to grade points. Letter grade-to-grade point conversions are fixed by UF and cannot be changed.

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

Students are expected to attend and be prepared to participate in all class sessions and exams. Personal issues concerning class attendance or fulfillment of course requirements will be handled on an individual basis. Absence from an exam for appropriate professional obligations (e.g., graduate, professional, or medical school interviews) is permissible but should be avoided if possible, and must be pre-approved by the course

instructor. If a make-up exam is required due to professional obligations or health reasons, documentation (e.g., doctor's note, a conference agenda, and some proof of your role as a speaker or attendee) will be required. Approved make-up exams must take place within 7 days of the originally scheduled exam date at a time mutually agreed upon by the instructor and student.

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.

### **Policy Related to Required Class Attendance**

Attendance is expected and is required if the student wishes to earn the highest possible number of attendance points.

The UF policy for excused absences is reproduced below:

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however. The department will notify you if you have been dropped from a course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence. For further information regarding the UF Attendance Policy see the Registrar's website for additional details:

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

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

### **Expectations Regarding Course Behavior**

Students are expected to report to class on time, be prepared for the class by having read the assigned material, and to participate in discussions as appropriate. PowerPoint lectures will be available on the Canvas website in advance of each class, so students are encouraged to follow along with the lectures and to take notes by either printing out the PowerPoint or by accessing it via a laptop computer or other electronic device.

Students are asked to silence their cell phones at the beginning of class and to show respect for all other persons while class is in session.

### **Communication Guidelines**

Students are encouraged to ask questions and to respond to instructor queries during class. If students have special questions or concerns they would prefer to discuss privately with the instructor or TA, they are encouraged to attend office hours or to approach the instructor immediately after class.

## 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, 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 on 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.ufhealth.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, enhance the safety of our in-classroom interactions, and 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 the 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 before 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 the 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.

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

SUPPORT SERVICES

**Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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 website for more information: <http://www.counseling.ufl.edu>. Online 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, check out the website at: <https://shcc.ufl.edu/appointments/locations/shcc-shands/>
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center at (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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