

**16University of Florida**  
**College of Public Health & Health Professions Syllabus**

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**CLP4302 (section PERL-#18972): Introduction to  
Clinical Psychology—Fall 2023**  
**(3 credit hours)**

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**Location:** HPNP G-210  
**Semester:** Fall 2022, Mondays 9:35am – 12:35pm  
**Course Website:** <https://elearning.ufl.edu/> (Canvas)

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**Instructor Information**

**Instructor Name:** William M. Perlstein, Ph.D.

**Office:** HPNP 3140

**Phone Number:** (352) 222-8870 (mobile; use text as my phone is set to spam for calls outside my contacts)

**Email Address:** [wmp@phhp.ufl.edu](mailto:wmp@phhp.ufl.edu)

**Office Hours:** By appointment

**Preferred Course Communications:** Email *via Canvas*

**Note:** E-mail using CANVAS is the preferred method of contact for the instructor. You are welcome to e-mail at any time; however, questions about exams or projects sent after 5:00pm on the day before class may not receive a response in time to make the deadline.

**Prerequisites:** PSY 2012 General Psychology; CLP 3144 Abnormal Psychology; and STA 2023 Introduction to Statistics I.

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

This course is designed to provide students with a broad overview of Clinical Psychology. The course will provide a survey and exploration of contemporary roles of clinical psychologists. The course will also emphasize the integration of science and practice when solving problems of individuals, families, groups and communities. To address these goals, students will be introduced to: 1) different methods of assessment and different approaches to the practice of treatment in clinical psychology, 2) specialty areas within clinical psychology, and 3) education, training and licensure requirements to become a clinical psychologist.

The class can be conceptualized as comprising 6 non-mutually-exclusive modules:

- 1) History of clinical psychology;
- 2) Diagnosis and assessment;
- 3) Research methods in clinical psychology;
- 4) Assessment;
- 5) Intervention & prevention;
- 6) Specialty areas within clinical psychology and associated training.

This course is ***not*** designed to detail material covered in typical “abnormal psychology” or psychological disorders courses. That is, we will ***not*** conduct detailed review of the range of

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psychological disorders (including diagnostic criteria), as these should have been addressed in your pre-requisite abnormal (or psychological disorders) course. When relevant disorders are discussed in the context of treatment and/or assessment, we will review diagnostic criteria to the extent necessary.

**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, health sciences, and early development undergraduate training programs.

**Instructor's personal Diversity Statement:**

*Respect for Diversity:* It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content with may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But, hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

**Course Objectives:** After successfully completing CLP 4302, students will be able to (including but not limited to):

1. Identify and distinguish between major mental-health professions;
2. Demonstrate an understanding of how clinical psychologists approach mental-health diagnosis, assessment, prevention, and treatment;
3. Explain the importance of the scientist-practitioner model of clinical psychology;
4. Understand and explain similarities and differences in various specialty areas in clinical psychology;
5. Explain training and educational processes involved in licensure for clinical psychologists in the US;
6. Understand and explain assessment, treatment (i.e., intervention), and prevention methods in clinical psychology;
7. Understand and explain research methods in clinical psychology;
8. Describe the academic and professional preparation that Clinical Psychologists must complete before beginning clinical practice, including pre- and post-doctoral training and board certification;

9. Outline the strengths and limitations of published research so that the validity of findings regarding treatments can inform clinical decision-making;
10. Describe the various areas of practice for Clinical Psychologists to include academic, clinical, and research contexts;
11. Distinguish the various assessment strategies and tools used in clinical practice, including assessing for psychopathology, neuropsychology, behavior, pediatrics, and personality;
12. Describe empirically-based principles of therapeutic change, including relevant client and therapist variables;
13. Understand and describe ethical issues in scientific-research and ethical codes for psychologist providing psychological services, as outlined by the American Psychological Association (APA);
14. Discuss evidence-based treatments so that their connection to valid research and their likelihood of effectiveness are addressed;
15. To understand the role of multicultural and diversity factors in graduate psychology training, and clinical assessment, and treatment.

### **Instructional Methods:**

Lecture, class discussion, and small-group and individual work will comprise the majority of class sessions. The role of the instructor will be to: present an overview of relevant topics, provide additional reading material and learning resources with up-to-date research findings, facilitate discussion of selected topics, and provide timely feedback. Expectations for students are to attend class fully prepared, participate in class discussions, and read assigned materials prior to class in preparation for lecture. Following most class sessions, students will be expected to complete a **3-2-1 exercise** in which they describe: a) “3 new things I have learned from the lecture,” b) “2 things in the lecture I found particularly interesting;” and c) “1 thing from the lecture that I still have a question about.” These exercises will be completed through the Canvas Discussion Board, as will be described during the first class meeting. These 3-2-1 assignments will be graded for completion. Please have them completed within by Friday during the week of the classes for which they are assigned (i.e., by 5pm the subsequent Friday evening). I will do my best to provide feedback in a timely manner.

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### **Required Equipment**

See [UF Student Computer Requirements](#). Your program may have additional requirements. For this course you will need a computer that can run the Google Chrome browser with high-speed internet access, a webcam, and microphone.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP (option 2), or <https://lss.at.ufl.edu/help.shtml> 3

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### **Exam Rules**

Check your syllabus for other rules related to quizzes and exams. Examples:

- Exams and quizzes will be administered as described in the course schedule.
- Exams and quizzes will be open-book, unless otherwise noted during class by the instructor.
- Exams may be taken at a student’s home. Students must plan to take their exam in an environment where other people are not in the room during the exam and work on them *independently*.
- As the exams will cover a substantial amount of information, exam reviews will be conducted via the Canvas Discussion Board as outlined in Assignments #2 & #4. Dr. Perlstein will address entries to the Discussion Board prior to the exam(s) and will review entries during class.

**Quiz Rules**

Check your syllabus for other rules related to quizzes and exams. Examples:

- 15-minute quizzes will be administered as described in the course schedule. Unless otherwise specified by the instructor, quizzes will open on Canvas at 9:35am-9:50am, and will comprise 5 multiple-choice questions.
- Quizzes are closed book, closed notes, unless otherwise instructed during class by the instructor.

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**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

Week	Date(s)	Topic(s)	Readings  (to be completed before class)  <i>Additional readings may be uploaded to Canvas based on class interest, guest speakers, or updates in research. Please check Canvas weekly. Will notify class during class of any updates.</i>	Assignments Due	<u>Quizzes/Exams</u>  (bi-weekly in-class quizzes, with due-date listed)  <i>Quizzes &amp; Exams will be administered during class time on Canvas</i>
1	8/29	Syllabus Overview  Introduction to and Evolution of Clinical Psychology	<ul style="list-style-type: none"> <li>• Syllabus overview</li> <li>• Lee &amp; Hunsley Ch. 1</li> <li>• APA (2011), Careers in Psychology</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• Lilenfeld et al. (2013)</li> <li>• Lang (2016)</li> <li>• Stewart et al. (2017)-Diversify &amp; Conquer</li> </ul>	Discussion of Ch. 1  <b>Complete 3-2-1 template</b>	
2	9/5	Contemporary Clinical Psychology  <b><u>Guest speaker: Dr. Ronald Rozensky</u></b> <i>(pre-recorded presentation, to be viewed synchronously during class).</i>	<ul style="list-style-type: none"> <li>• Lee &amp; Hunsley Ch. 2</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• Rozensky BIOSKETCH (2019)</li> <li>• 2014 Implications ACA for Education</li> <li>• 2018 Sci Prac TEPP</li> <li>• Rozensky et al. (2018). Interprofessional curriculum</li> <li>• 2016 Psychology's core knowledge</li> <li>• Rozensky (2012)</li> </ul>	Discussion of Ch. 2 <b>Assignment #1 (Biographical Statement) Due 5pm 9/13 via canvas upload</b>  <b>Complete 3-2-1 template</b>	

3	9/12	Discussion of Classification & Diagnosis	<ul style="list-style-type: none"> <li>Lee &amp; Hunsley Ch. 3</li> </ul> <p><b>Required listening:</b></p> <ul style="list-style-type: none"> <li>Podcast on DSM-5-TR (8-minute <i>listen</i>; can also <i>read</i> transcript at this site): <a href="https://www.npr.org/sections/health-shots/2013/05/16/184454931/why-is-psychiatrys-new-manual-so-much-like-the-old-one">https://www.npr.org/sections/health-shots/2013/05/16/184454931/why-is-psychiatrys-new-manual-so-much-like-the-old-one</a></li> <li>Radio interview discussion on Diagnosis &amp; DSM-5-TR (1-hr listen/also has transcript): <a href="https://the1a.org/segments/without-a-biological-basis-how-reliably-can-we-diagnose-and-treat-mental-illness/">https://the1a.org/segments/without-a-biological-basis-how-reliably-can-we-diagnose-and-treat-mental-illness/</a> (I encourage you to listen to this discussion with former director of NIMH (Dr. Thomas Insel), Chair of DSM-5 Steering committee, APA (Dr. Paul Appelbaum), &amp; Sarah Fay (author of “<i>Pathological: The true story of Six Misdiagnoses</i>”)</li> </ul> <p><b>Optional Reading:</b></p> <ul style="list-style-type: none"> <li>Clark et al. (2017) – Research Domain Criteria (RDoC)</li> </ul>	<p>Discussion of Classification &amp; Diagnosis</p> <p>Frances video on DSM</p> <p><b>Assignment #1 (Biographical Statement) Due 5pm today</b></p> <p><b>Complete 3-2-1 template</b></p>	<p>Syllabus <b>Quiz 1</b> during class (Canvas; 9:35-9:50am)</p>
4	9/19	Research Methods in Clinical Psychology	<ul style="list-style-type: none"> <li>Lee &amp; Hunsley Ch. 4</li> <li>Wilson (2012)</li> </ul> <p><b>Optional Reading:</b></p> <ul style="list-style-type: none"> <li>APA_Ethical_Guidelines_for_Research</li> </ul>	<p>In-class discussion of research methods</p> <p><b>Complete 3-2-1 template</b></p>	

5	9/26	<b><u>Student-led</u></b> Debate (Extra-Credit Assignment 1B) on Psychoactive-Medication Prescribing Privileges for psychologists	L&H Ch. 2 (p. 33; Viewpoint Box 2.1, as a starting point)  Other required readings in Canvas files for Extra-Credit Assignments 1B & 1C in Files/Readings/Week05 (9/27/22)//Required Reading: 1. Lakhan (2007) 2. Lavoie & Barone (2006) 3. Lavole & Fleet (2002). <b>All students should read these 3 readings prior to class on 9/26</b>	<b>Extra-Credit Assignments 1B &amp; 1C</b> (Prescription Authority for Psychologists, thought paper Assignment 1C; OPEN on Canvas; <b>DUE on Canvas 5pm 10/3</b> )  <b>Complete 3-2-1 template</b>	<b>Quiz 2</b> during class (Canvas; 9:35-9:50am)  Will cover materials from L&H Chs. 1-3
6	10/3	Psychological Assessment I: Overview, Ethics, Interviewing & Observation	<ul style="list-style-type: none"> <li>• Lee &amp; Hunsley Chs. 5-6</li> <li>• Woody (2008)</li> <li>• APA Ethics code-2017</li> </ul> <b>Optional Readings:</b> <ul style="list-style-type: none"> <li>• A. Frances (2010)</li> <li>• APA (2010)-Suicide Practice Guidelines</li> </ul>	In-class discussion  Submit exam-review questions ( <b>Assignment #2</b> ) via canvas by <b>5pm 10/17</b> .  Extra-credit Assignment 1B due <b>5pm (9/26) In-Class Debate</b> .  <b>Complete 3-2-1 template</b>	<b>Quiz 3</b> during-class; (Canvas)  Will cover materials from L&H Ch. 4
	10/17	<b>Perlstein Out</b>			

7	10/24	Psychological Assessment II & III: Intellectual & Cognitive Functioning, Self-Report & Projective Measures  <b>Exam 1 Review</b>	Lee & Hunsley Chs. 7-9 Lilenfeld (2008)	In-class discussion & in-class Exam-1 review based on Assignment #2 from 10/3.  <b>Complete 3-2-1 template</b>	
8	10/31	No class meeting: <b>EXAM 1</b> via Canvas (during class time)			<b>Exam 1</b> (via Canvas, during class time, 9:35am-12:35pm)  Covers L&H readings Chs. 1-8
9	11/7	Integration & Clinical Decision-Making	<ul style="list-style-type: none"> <li>• Lee &amp; Hunsley Ch. 9</li> <li>• <b>Optional reading:</b> APA (2010) – Suicide Practice Guidelines.pdf</li> <li>• Kognito online training (see info below &amp; on Canvas site)</li> </ul>	Kognito training in detecting emotional distress  <b>Assignment 3:</b> (Kognito training certificate <b>DUE: 8am, 11/14;</b> please upload via Canvas assignments tab)  <b>Complete 3-2-1 template</b>	<b>Quiz 4</b> after class, 12:30-11:59pm (Canvas)  Will cover materials from L&H Chs. 5-6.



10	11/14	Prevention	<p>Lee &amp; Hunsley Ch. 10</p> <p><b>Kognito</b> presentation by Kognito Ambassador (Time/UF-CWC Ambassador TBD)</p>	<p><b>Assignment 3:</b> (Kognito training certificate <b>DUE: 8am, today (11/14)</b></p> <p><b>Complete 3-2-1 template</b></p>	
11	11/21	<p>Intervention I: Overview, Adults &amp; Couples, Children &amp; Adolescents</p> <p>Intervention II: Identifying Key Elements of Change</p>	<ul style="list-style-type: none"> <li>• Lee &amp; Hunsley Chs. 11-12, 14</li> <li>• WhyWorks</li> </ul> <p><b>Additional material regarding unhelpful psychotherapies:</b></p> <ul style="list-style-type: none"> <li>- <b>Podcast</b> (2'30" listen): <a href="https://academicminute.org/2022/08/alexander-williams-university-of-kansas-when-therapy-harms/">https://academicminute.org/2022/08/alexander-williams-university-of-kansas-when-therapy-harms/</a> (also can read transcript)</li> <li>- <b>Weblink:</b> <a href="https://aeon.co/essays/psychotherapy-is-meant-to-help-but-what-about-when-it-harms">https://aeon.co/essays/psychotherapy-is-meant-to-help-but-what-about-when-it-harms</a></li> </ul> <p><b>Optional Reading:</b></p> <ul style="list-style-type: none"> <li>• Week 11 Williams et al (2021))</li> </ul> <p>Kognito online training (see info below &amp; on Canvas site)</p>	<p>In-class discussion</p> <p><b>Assignment 4:</b> Advanced notice: <b>DUE TODAY, 11/21 5PM;</b> Submit <b>exam-review questions</b> (via canvas Assignment; for in-class discussion on 11/24</p> <p><b>Complete 3-2-1 template</b></p>	<p><b>Quiz 5</b> after class, 12:30-11:59pm (Canvas) Covers L&amp;H Chs. 9 &amp; 10</p>
12	11/28	<p>Subspecialties in Clinical Psychology: Pediatric-Health Psychology</p> <p><b>Guest Speaker: Dr. Sarah Westen CHP;</b> Pediatric Health Psychology specialty (Pre-recorded video to be viewed out of class before 11/28).</p>	<p>Dr. Westen's presentation will discuss a role for Pediatric-Health Psychologists in treatment of type I diabetes</p> <p>Lee &amp; Hunsley Ch. 15</p> <p>Re-read: APA (2011) Careers in psychology.pdf</p>	<p><b>Assignment 4: DUE 11/28 5PM;</b></p> <p>Submit exam-review questions (via canvas Assignment 4; for in-class discussion on 12/5</p>	

13	12/5	Subspecialties in Clinical Psychology: Neuropsychology,  <b>Exam-2 Review</b>  <b>Guest Speaker: Dr. Catherine Price CHP</b> Clinical Neuropsychology specialty (Pre-recorded video to be viewed during class)	Lee & Hunsley Ch. 15	Discussion & Exam-2 review based on Assignment 4  <b>Complete 3-2-1 template</b>	<b>Please note: Final exam is on 12/11 during finals week.</b>
	12/11	<b>NO CLASS</b> "UF Finals Week (12/9-12/15)"  <b>12/11</b> <b>FINAL EXAM</b>	<b>No class meeting:</b>		<b>Exam 2</b> (during UF FINALS week; via Canvas; <b>12/11 (Open on Canvas 8am-11:59pm)</b>  Covers L&H Chs. 9-11, 14

**Kognito Training:**

Kognito is a free online training simulation course that teaches effective techniques to help and refer friends, classmates, and peers around you who might be showing signs and symptoms of emotional distress. Kognito has three unique training modules, one for friends and family of students, one for faculty members, and one for helping student veterans. You are only expected to complete the At-Risk for Students module, though I encourage you to explore the other modules as well.

As a friend, family member or UF peer, you may be the first one to notice signs of distress of someone around you. At UF, it is our shared responsibility to look out for one another and we are here to support you help distressed students. The UF Counseling and Wellness Center offers a free online resource, Kognito, to help you practice having difficult conversations and learn tools for when students show signs of stress. With Kognito, you can learn how to talk about these signs, practice sharing your concerns, and learn how to motivate the person in distress to seek help.

To take this course, follow these instructions:

1. Go to [kognitocampus.com](http://kognitocampus.com)
2. Click on "Create a New Account"
3. **\*DO NOT USE THE SAME PASSWORD AS YOUR GATORLINK ACCOUNT\***
4. Fill out form and use the enrollment key: `uflstudent`
5. Select your category
6. Follow the on-screen instructions

7. Download your certificate of completion and upload to the corresponding Assignment in Canvas

Questions or concerns? Email a Kognito Program Ambassador at [Kognito-UF@ufl.edu](mailto:Kognito-UF@ufl.edu).

### Course Materials and Technology:

- **Required Textbook:** Lee, C. M., & Hunsley, J. (2018). *Introduction to Clinical Psychology: An Evidence Based Approach*. (4<sup>th</sup> Edition). Canada: John Wiley & Sons. ISBN # 9781118949467.
- **Additional Readings:** as indicated in syllabus; will be made available via Canvas files tab. Some additional readings will be *required*, others will be *optional*—as specified in the Topical Outline/Course schedule above and in the Canvas files tab.
- **Electronic Device:** There will be “in-class” or scheduled assignments, quizzes or exams administered via Canvas (as described within this syllabus). An electronic device with internet/Wifi and Canvas capabilities is required (e.g., laptop, tablet; preferably with **Firefox** browser for full Canvas functionality). Please contact the UF Computer Help Desk (contact information below) if you have questions or concerns regarding your device’s capabilities.
- **Canvas:** Canvas is the course management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at [elearning.ufl.edu](http://elearning.ufl.edu). There are several tutorials and student-help links on the Canvas login site. **Canvas works best with the Firefox browser.**
- If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

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

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

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## ACADEMIC REQUIREMENTS AND GRADING

### **Exams:**

There will be TWO (2) exams—a midterm and a final; each will be worth 37.15% of the total grade. Exams will not be cumulative and will cover material from lectures, readings, and in-class presentations or discussions. The format of exams will be multiple choice and short answer, and typically include a short-answer extra-credit question. There will be no make-up exams, except for documented medical reasons (i.e., physician note); other documented emergencies may or may not be approved pending decision by the instructor. 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. Such requests should be submitted in writing to the instructor *as early as possible* in the semester; these arrangements must be made early in the semester or they will not be considered. Exams will be administered through Canvas; thus, a compatible electronic device will be required to take the exam. Exams will be set-up such that you cannot access other browsers or windows on your device while the exam is in session.

Class attendance will be rewarded via the inclusion of in-class information in each exam that is not covered in the textbook. Exam #2 will be the Final Exam which will occur during “finals week” (on 12/11, 3-5pm).

### **Canvas Quizzes:**

There will be five (5) quizzes during this course, each will contribute 1.53% to your final grade (for a total of 7.65% of your final grade). Quizzes will be administered during class hours (as described below) using the Canvas website, unless otherwise specified. Canvas quizzes will open at the beginning of the class period (as announced by the instructor). You must be attending class in order to take the online quiz. Content from quizzes may come from any lecture, L&H Chapter readings, or assignments due for that class day. For example, all readings and any associated lectures in the Week 3 tab on Canvas must be completed *before* the Week 3 class to ensure adequate preparation for the Week 3 quiz. Quizzes missed due to *unexcused* absences will be given a zero. Quizzes are closed-book and no notes will be allowed. A compatible electronic device will be required to take the quizzes. Quizzes are closed-book, to be completed independently, and no notes will be allowed.

### **Assignments Submitted to Canvas:**

There will be four (4) required assignments in this course. Assignments will vary in nature; for example, they will include online discussion-board posts, trainings, or follow-up individual or group work that reflects in-class activities. Assignments will each be worth 1.15% of your grade (for a total of 6.12% of your final grade). Assignments are typically due at 5pm EST on the day of class, with some exceptions as indicated in this syllabus.

### **Attendance:**

Attendance will be taken at every class, except for the two exam days. You will be allowed to miss one class with no penalty; attendance will count for 5.58% of your final grade. Given that this is an upper-level elective course, class attendance is expected, not optional. You will be required to sign into class each week to mark your class attendance. It will not be permitted to sign in for a classmate; anyone caught doing this will lose their and their classmate's attendance point for the day. We will ask you to sign in at a random time during the class period to encourage attendance throughout the duration of the class. If you do miss a class, it will be your responsibility to request notes from a classmate or schedule office hours with me to discuss content from that class. You are expected to arrive to class on time and stay until dismissed in order to earn your attendance credit.

### **Participation:**

Your active engagement in the class will be assessed, through both activity in the class discussions, via Canvas Discussions associated with assignments, when assigned, but also during in-class sessions. I hope to hear each of your voices at least once per class—raise your hand, chime in, or I'll call on you....

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Grading:**

#### ***Snapshot View:***

Task	# Throughout Semester	Total Points (% of Final Grade)
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Exams	2	200 (61.16%)
Quizzes	5	25 (7.65%; 5 points each)
Assignments	4 (+ 15-point extra-credit)	20 (6.12%; 5 points each)
Attendance	11 (this does <i>not</i> include the 2 exam days)	22 (6.23%; 2 points each)
Participation, as assessed through 3-2-1 template exercises on Discussion Board for each class presentation	11 (this does <i>not</i> include the 2 exam days)	60 (18.34%; 5.45 each)
Total Points		327 (100%)

**Detailed View:**

Task	Misc. Notes	Due Date	Total Points (% of Final Grade)
<b><u>Exams</u></b>	Exams will be closed-book and closed-note, administered on Canvas.  The Final exam will be administered via Canvas during "Finals week."	<b>Exam 1:</b> 10/31 (9:35am-12:35pm) <b>Exam 2:</b> During "finals week" (12/10-12/16; date=12/11; time TBD)	
Exam 1	From home, during class time via Canvas	During class time, 10/16, via Canvas	100 (30.58%)
Exam 2	From home, during UF's designated final's time via Canvas	Via Canvas during "finals week" (12/16)	100 (30.58%)
<b><u>Quizzes</u></b>	Quizzes will be closed-book & closed-note, administered via Canvas during <i>class time (9:35-9:50am)</i> . <b>Please bring your electronic device.</b>		
Quiz 1		9/12 via Canvas during class time (9:35-9:50am).	5 (1.53%)
Quiz 2		9/26 via Canvas during class time (9:35-9:50am).	5 (1.53%)
Quiz 3		10/3 during class time (9:35-9:50am).	5 (1.53%)

Quiz 4		1/17 during class time (9:35-9:50am).	5 (1.53%)
Quiz 5		11/21 during class time (9:35-9:50am).	5 (1.53%)
<b><u>Assignments</u></b>	Assignments are typically due Tuesday evenings (submitted in Canvas) by 5pm on day after class, based on the class activity that day. Deviations from this schedule will be highlighted in class and in updated syllabus.		
Assignment 1	<b>Biographical statement</b>	9/13, 5PM	5 (1.53%)
Assignment 1B	<b>EXTRA-CREDIT</b> (EC; prescription privileges for psychologists, <i>In-class debate</i> )	9/26, in-class	15 EC points (additional 4.82% toward final grade)
Assignment 1C	<b>EXTRA-CREDIT</b> (EC; prescription privileges for psychologists, <i>thought paper</i> )	10/3, 5PM	5 EC points (additional 1.53% toward final grade)
Assignment 2	<b>Questions for Exam 1 review</b> (to be discussed during class on 10/24).	10/17, 5PM (despite no class on 10/17)	5 (1.53%)
Assignment 3	Kognito training certificate	11/14, 8AM	5 (1.53%)
Assignment 4	Questions for Exam 2 review (to be discussed during class on 12/5).	11/28, 5PM	5 (1.53%)
<b><u>Attendance</u></b>	Remember to please be on time for class (and stay online) for the entirety, or your attendance may not be reflected.	Each class (except exam days)	22 (6.73 %)
<b>EXAM 1 DATE</b>		10/16 (9:35am-12:35pm)	100 (30.58%)
<b>EXAM 2 DATE</b>		12/16 During UF FINALS week; via Canvas	100 (30.58%)
<b>Total Points</b>			327 (100%)

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

**Example:**

% 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 a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science Program does not use C-grades.

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:**

There will be 2 exams in this course. Exam 1 (midterm) will be completed during the scheduled course time via canvas. Exam 2 will be completed via Canvas and proctored by HonorLock during "Finals Week" (on **12/13, 10am-12pm**). Exams are closed book, will consist of multiple-choice and short-answer and an extra credit question. Exams will focus on the course content covered since the previous exam; that is, exams will **not** be cumulative. Each exam is worth 100 points, for a total of 200 points.

**Policy Related to Make up Exams or Other Work:**

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to fulfillment of course requirements will be handled on an individual basis. If you must miss an exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the exam date. If a student is not in class for an exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. A make-up exam will be provided the first day the student returns to their normal class schedule or at the earliest convenience of the instructor. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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>

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

**Reporting illnesses and family emergencies:**

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify the instructor immediately to set-up alternative arrangements.

**The UF Religious Holidays Policy is available at:**

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

For University of Florida Students, the following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

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 considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. Thus, class attendance will be taken, and students are expected to attend all classes and participate in class discussions to have exposure to this information. Class attendance will be calculated into your final grade in the course through submission of the in-class assignments and bi-weekly quizzes. **NOTE THAT STUDENTS WHO ARE NOT PRESENT IN CLASS (or zoom, if used) WILL NOT RECEIVE CREDIT FOR TURNING IN A IN-CLASS ASSIGNMENT OR QUIZ/EXAM THROUGH CANVAS.** If students must be absent, they will be responsible for any missed material by acquiring lecture notes from other students who attended, or viewing the zoom-recorded lecture. You can expect that class slides will, in most cases, be on Canvas; however, not every lecture has slides that will accompany it and not all information will be on slides. Some material presented in lectures will not be in the text and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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>

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.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, 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 *encouraged* to wear approved face coverings at all times while in Health Science Center classrooms and *required* to wear masks 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.

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior:

- Please refrain from using electronic devices during class lectures except for taking notes, completing in-class assignments, and quizzes/exams, as it is distracting and inconsiderate of other students and the instructor.
- Additionally, cell phones, recording devices (unless part of an accommodation for learning disabilities), and text messaging are prohibited during class. must be placed on silent or turned off during class. Any use of a cell phone during class (i.e., chatting, texting) will be considered a violation of this policy as it disrupts other students from learning. Students who violate this policy will be asked to leave and will lose 1% of their final grade per violation. Please speak to the instructor prior to the beginning of class if you experience an emergency that requires you to leave the room to take a phone call.
- Please do not arrive late to class or disrupt the class, as it is distracting and inconsiderate of other students and the instructor.
- To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class, and as long as it does not interfere with or your classmates’ ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

### Academic Integrity:

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

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

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

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the 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/>.

### **On Campus Face-to-Face**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- 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.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
  - 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 (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

**Online Synchronous Sessions:**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**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>.

**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.

#### **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](#).

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- **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.](#)

**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).

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