

University of Florida
College of Public Health & Health Professions syllabus
OTH 3282: Multicultural Perspectives on Participation and Health

Summer B, 2024: 3 credits

Delivery Format: Online- primarily asynchronous; synchronous on **7/11, 7/18, 7/25 (7:00-8:30 am)**
Canvas course in E-learning

Instructor Name: Carolyn Hanson, PhD, OTR
Office Room: 2163- HPNP building
Phone Number: 352-273-6022
Email Address: carolynhanson@phhp.ufl.edu
Office Hours: Mondays: 9-10:00 am; Wednesdays- 2-3:00 pm; Fridays- 10:30-11:30 am; see Zoom
Conferences on the Canvas navigation bar

Teaching Assistants: N/A
Preferred Course Communications: Canvas e-mail or phone

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

PURPOSE AND OUTCOME

Course Overview: The influence of participation in life's activities (i.e., self-care, work, play school, etc.) and its impact on health of persons with and without disabilities across cultures will be analyzed throughout the lifespan. A small group project with students from South Africa will enhance multicultural perspectives and cultural competency.

Relation to Program Outcomes: Participation in life's activities such as self-care, work and play, can be used to facilitate improved health outcomes in people with and without disease and chronic conditions. Individuals working in the healthcare or educational environments will acquire an understanding and appreciation of the use of life's activities in populations with physical and cognitive limitations across cultures. Students will work collaboratively in small groups to determine how body impairment impacts engagement in activity and how cultural and personal factors interact in those with and without disability. Individually, students will explore a new activity while investigating how their participation affects personal growth and development.

Course Objectives and/or Goals:

1. Define terms such as occupation, occupational imbalance, occupational shifts, occupational deprivation, occupational justice, adaptation, role strain, activities of daily living (ADL), instrumental activities of daily living (IADL), lifestyle redesign, cultural competency, culturally and linguistically appropriate services (CLAS) and use correctly in weekly discussion posts and all other written assignments.
2. Discuss specific occupation engagement by people with and without disabilities across the lifespan and across cultures. Identify common themes of occupation in various parts of the world. Express sensitivity and respect for cultural differences and openness when discussing occupation selection.
3. Identify ways in which culture determines occupation by working with South African graduate students on a project via Zoom. Describe areas of commonality and difference with your background (i.e., values, beliefs, traditions, education) and those students living in South Africa. . Demonstrate respect and openness in your interactions.

4. Conduct an activity analysis on pre-determined occupations (tooth brushing and driving) and outline methods of modifying activity for an individual with a cognitive or mobility impairment. Describe how culture impacts these activities.
5. Describe how occupation may influence health across the lifespan and analyze the ways that cultural views, opinions and differences may impact participation and well-being.
6. Participate in a new occupation (e.g., art, sport, healthy habits, language acquisition, musical instrument, ADL, IADL, practicing/establishing a tradition from another country, etc.) and identify the reason for selection and method of learning. List at least two S.M.A.R.T. goals and whether these were accomplished over the semester. Discuss the effect of occupational engagement on your personal growth and health.

Instructional Methods: Pre-recorded instructor videos

Videos on Discussion pages/Discussion (group)

Readings with 5 weekly quizzes (via Canvas)

Writing assignments (individual and group)

Self-assessment (individual goal setting and outcomes)

LockDown Browser

This course requires the use of LockDown Browser for all quizzes. Watch this video to get a basic understanding of LockDown Browser: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

Download and install LockDown Browser from this

link:<https://download.respondus.com/lockdown/download.php?id=364713981>

Once Installed

Start LockDown Browser

Log into Canvas

Navigate to the LockDown Quizzes tab: Practice quizzes

Online course:

Though primarily an asynchronous online course, you will have the opportunity to engage in weekly Zoom office hours and to work collaboratively with students from Durban University, South Africa via specified times on Zoom during summer B. You are expected to actively engage in the course by attending office hours, attending specified Zoom sessions, participating in weekly group discussions and meeting all deadlines.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: Yellow highlights synchronous sessions

Week	Topic(s): Intro and syllabus review	Readings/ Assignments
1 7/1-7/5	<p>Syllabus review Discuss Occupation trial project with instructor- obtain approval during first week of class <i>Quiz 1 due@11:59 pm on 7/5</i> <i>Syllabus Quiz due on 7/5 @11:59 pm- found under Quizzes tab- Practice Quizzes</i> Discussion prompt: Culture and You- due 7/3</p>	<p><i>Bonder, Martin & Miracle (2004); Hocking, 2012</i></p> <p>Watch all module 1 videos</p> <p>Pie charts due 7/8</p>
	Early years of life	
2 7/8-7/12	<p>7:00-8:30 am Zoom session on THURSDAY, 7/11 <i>Quiz 2 due@11:59 pm on 7/9</i> Discussion prompt: Implicit bias- due 7/10</p>	<p><i>Koome, Hocking, & Sutton, 2012; Snyder, Clark, Masunaka-Noriega, & Young, 1998;</i></p> <p>Watch all module 2 videos</p>
3 7/15-7/19	<p><i>Adolescence and Young Adulthood</i></p> <p>7:00-8:30 am Zoom session on THURSDAY, 7/18 <i>Quiz 3 due@11:59 pm on 7/16</i> Discussion prompt: cultural diversity & sensitivity (due 7/17 Optional: Guest lecturer- Dug Jones- 7/16: 2-3:00 pm on Zoom</p>	<p><i>Cezar da Cruz, Marques, Rodrigues, Franco, Costa, Campas, Marcolino, 2017; Austin-McCain, 2017; Blank, Harries, & Reynolds, 2015</i></p> <p>Watch all module 3 videos</p> <p>Activity analysis (tooth brushing) due: 7/19</p>
	Middle Age	
4 7/22-7/26	<p>7:00-8:30 am Zoom session on THURSDAY, 7/25 <i>Quiz 4 due@11:59 pm on 7/23</i> Discussion prompt: workplace diversity- due 7/24</p>	<p><i>Fransen, Pollard, Kantartzis, & Moldes, 2015</i></p> <p>Watch all module 4 videos</p> <p>Cultural project due 7/27@11:59 pm</p>
	Elders	
5 7/29-8/2	<p><i>Quiz 5 due@11:59 pm on 7/30</i> Discussion prompt: cultural competency- due 7/31</p>	<p><i>Eriksson, Chung, Beng, Hartman-Maeir, Yoo, Orellano, van Nes, de Jonge, & Baum, 2011; Wright-St. Clair, 2012; Krishnagiri, Fuller, Ruda, & Diwan, 2013</i></p> <p>Group activity analysis (driving) due 8/2</p> <p>Watch all module 5 videos</p>
	Developing cultural competency/ Activity exploration presentation	

Week	Topic(s): Intro and syllabus review	Readings/ Assignments
6 8/5- 8/9	Discussion prompt: demonstrating cultural competency- due 8/5 Finish all assignments; complete course evaluation	<i>Readings: links on Canvas</i> Watch all module 6 videos Occupation Trial: Log, goals, video due on 8/6

Course Materials and Technology: Readings are listed below and are available on Canvas (there is no textbook for this class). Quizzes (for five weeks) on these readings will be taken on Canvas- mostly due on Tuesdays @ 11:59 pm. Class will be conducted primarily asynchronously (somewhat at your own pace though weekly deadlines will apply) and 3 dates synchronously on ZOOM (highlighted in yellow). There is an optional Zoom session featuring a guest speaker. You will need a computer or laptop to access Canvas for quizzes, uploading assignments, and engaging in Zoom meetings.

References- readings for class alphabetically (posted weekly on Canvas)

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Resources: Web links to important and credible sources for additional information are posted on the weekly topic home pages on Canvas under *optional resources*. Students are encouraged to broaden their learning beyond lectures and required readings by sampling optional readings (and optional videos) that are included.

Academic resources:

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

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

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

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

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: *All turned-in assignments will employ proper grammar and spelling, appear aesthetically pleasing and professional, and address all questions posed to obtain maximum points. You can be concise yet thorough simultaneously. Please use APA style for any citations from academic journals. It is acceptable to provide links for references if from a web page.*

Pie charts: Via 4 separate pie charts, identify categories of presumed or actual occupations -e.g., select categories such as ADLs, leisure, school, work, etc.-whatever large chunks of time you can categorize. You may have other categories- whatever portrays best your daily activity. These are the 4 different pie charts to create: 1) how you currently spend your day as a college student 2) how you spent time as an elementary school student 3) how a person over 65 might spend the day and 4) how someone with a severe disability (of any **age** and any **disability** and **country** other than US- you decide) from another country might spend the day (may need to do some research on this or base on someone you know). Turn in to Canvas on 7/8.

Group project with Durban, South Africa: You will work with students from South Africa (Durban Institute of Technology) who are in a graduate employee health nursing program. As work is a topic that we cover, you will outline and describe what employee health/nursing services are offered in the US and South Africa to

address mental health in the workplace. This project will be completed during several sessions over Zoom. Please refer to rubric in Canvas for specific details on how to complete this project with your group (~ 8 members with ~6 being from UF and 2 from Durban). **Due date ~7/27/24**

Activity analysis: This is a GROUP activity. Make sure you plan ahead so that all group members can contribute. Using the provided activity analysis template as a guide on Canvas, break down the component parts of a selected activity- add any categories that are appropriate to the template. Activity analysis will be covered in various ways and one ungraded analysis will assist in skill development (e.g., tooth brushing due on 7/19/24). Regarding the **graded** analysis: Each group will be assigned a particular country and disability. Analyze how the activity could be modified to enable individuals with cognitive impairment and/or mobility impairment to participate in driving. Include the impact that culture and country may have on this IADL. Refer to the rubric for specifics and grading criteria. Turn in driving analysis to Canvas on 8/2/24.

Participation: Various short activities will complement the topics of the week. Online participation is defined as: attending office hours for the first 3 weeks OR at least 2 times during summer B (asking questions, discussing your occupation project, checking in with instructor); meeting all deadlines for weekly assignments; attending Zoom sessions on 7/11, 7/18, & 7/25. You will get participation points each week- 8 points each for weeks 1-5 and 10 points for week 6 (total of 50 points).

Quizzes: To provide background and context for weekly topics, weekly quizzes comprising of 10 questions (1 point per question) will be given concerning major concepts covered in the weekly readings. Please use Canvas to access the quiz of the week. Quizzes are to be taken generally by Tuesday at 11:59 pm (will open on Thursday afternoon for the following week's quiz). The first week's quiz is an exception and is due on **7/5/24**. LockDown browser will be used for all the quizzes. Please take LockDown practice quiz before taking syllabus quiz (found in the Quizzes tab on Canvas). **Syllabus quiz is also due on 7/5/24.**

Discussions: Each module has prompts regarding cultural aspects of occupation. Small groups have been randomly identified to facilitate reflection regarding the specific prompts of the week. Students will individually respond to the prompts and will react to at least one other person's comments to receive full credit. Remember that a substantive response is needed which requires reflection AND thoughtful reaction to other perspectives. The response should incorporate material from readings and videos and be concise but thorough. To allow everyone time to reply to prompts, the Discussion page will open on Sundays and close at 8:00 pm on Wednesdays. **The exception is week 6 when the deadline is Monday, 8/5 at 8:00 pm** and opens up earlier. It is emphasized that an exemplary post will demonstrate content learned from readings, videos (all types- instructor created, assigned and optional) mixed with your reflection and reaction to another group member.

Occupation exploration: Choose a **new** occupation that is of particular interest to you (it is a requirement for you to check with instructor before beginning via office hours or e-mail by 7/5/24) and plan on spending 3-5 days a week for **at least 3 hours per week** for 4-5 weeks exploring the activity (i.e., researching rules/guidelines/information; taking classes; reading books, articles, online training; trying out the activity and experimenting; blogging or making diary entries about the process; documenting time spent in various parts of occupation). Set at least 2-3 measurable goals (SMART goals) to track progress and discuss if you met goals or not and why. Demonstrate and/or discuss your new occupation with your classmates via a recorded video due 8/6@11:59 pm. Discussion/demonstration to be ~10 minutes in length and should provide the class with the details of engaging in the new occupation (via demonstration, explicit discussion, and proof of your engagement) and the goal outcomes. Recall that the occupation trial has several parts (video demonstration, goals, weekly log) and all are due by 8/6@ 11:59 pm but can be uploaded earlier. This gives me time to grade your projects during the week and you can share your video of your new occupation with others.

Grading: All assignments to be submitted via Canvas

NOTE: ** this means that the date is on a different weekday than the others in the group

Requirement	Due date	Points towards final grade (300 total)
Pie chart/graphs INDIVIDUAL	7/8/24@11:59 pm	10 points (Full points for 4 neat/legible pie charts with legends addressing different groups as assigned) 3%
Group project with Durban University GROUP	7/27/24@11:59 pm	25 points In small groups, UF students will be matched with Durban students to outline how mental health is addressed in the workplace. This international experience will be conducted over 3- Zoom synchronous sessions. 8%
Activity analysis GROUP	7/19/24@ 11:59 pm- tooth brushing (ungraded - feedback will be given) 8/2/24@11:59 pm- driving analysis	35 points (<i>group assignment</i>)- see rubric in Canvas 12%
Cultural Discussions Individual	7/3,7/10,7/17,7/24,7/31, 8/5** (@8:00 pm)	50 points (8 points weekly for weeks 1-5): 4 points for original substantive comments & 4 points for reaction to 1 peer or more; (10 points for week 6- 5 points for original comments and 5 for reaction). Rubrics outlined in Canvas. 16.6%
New occupation trial INDIVIDUAL	8/6/24- log/goals/video	80 points (40 log/goals; 40 demo)- see rubric in Canvas 27.2%
Online Class Participation INDIVIDUAL	Weekly	50 points (Weeks 1-5: 8 points each week; week 6: 10 points) 16.6% (<i>attend office hours twice- once during week 1; attend 3 synchronous Zoom sessions; meet all deadlines for assignments; work cooperatively with group</i>)
Quizzes (due dates) INDIVIDUAL	7/5** ,7/9,7/16,7/23,7/30 (@11:59 pm)	50 points (10 points each week: weeks 1-5- no quiz week 6) 16.6%

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

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

The Bachelor of Health Science and Bachelor of Public Health Programs do 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

More information on UF grading policy may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>; <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the 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. Make-up assignments are due within one week of the original due date with all possible points awarded if directions followed. If make-up assignment is late, one point will be deducted per day late. Only one make-up assignment will typically be accepted during this 6-week course. Submit late work to your instructor's e-mail. There are no exams in this intensive course.

Policy Related to Class Participation/Synchronous attendance

Structure will be provided to spread out weekly work requirements. This is to keep students on task to complete the course. Since this is an online course, you can mostly proceed at your own pace though due dates will be used to keep students progressing to better understand videos and weekly assignments. If you get behind due to illness or unfortunate serious events, please contact me (phone is possible on Mondays, Tuesdays and Wednesdays- 352-273-6022). Attendance for the synchronous Zoom sessions is required. If you are unable to attend, please contact me.

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

This is an intensive course that will cover multiple topics weekly and include small group projects and discussions to facilitate a wide range of perspectives and occupation exploration. Access to a laptop, iPad or computer is expected. Students are required typically to take the weekly quiz by Tuesday at 11:59 pm (except for the first week). Quizzes are NOT open book.

Weekly assignments will require students to work with others on small projects or respond to discussion prompts. Remember to respect the opinions of others and treat classmates the way that you would like to be treated. Openness and tolerance of differences is expected and will be maintained so that growth can occur. Entering the health professions requires not only skill competence but the utilization of active listening skills, patience, a pleasant and professional demeanor while giving utmost respect to others who are experiencing health problems/challenges. If these behaviors are not displayed online or on Zoom, I will speak individually to those who are having challenges and we will devise an action plan for improvement.

Communication Guidelines

Students are required to attend official office hours (at least for the first week and another time - 2 times during summer B) via Zoom (or in-person if that is an option for you) and to contact the instructor when there are questions or concerns. Not attending any office hours may result in up to 10 points taken off from participation points. If my office hours are not suitable, feel free to contact me during regular business hours. Please use e-mail (UF or Canvas- preferable) or phone. I will contact you promptly within 8am-5pm on weekdays.

Academic Integrity

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

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

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 e-mail they receive from GatorEvals in their Canvas course menu under GatorEvals or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

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

- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Instructor note: As this is a course covering cultures of the world, I am committed to sharing information on different perspectives and lifestyles. I welcome and encourage dialogue and will ensure that all feel comfortable in participating. This online course will facilitate open conversation and hopefully, lively and meaningful discussion on how culture can impact our occupations across the lifespan.