Instructor Name: Gloria Miller, PhD, PT
    Rachelle Studer-Byrnes, PT, DPT, NCS
Room Number: Wednesdays CLC; Thursdays PT1109
Phone Number: 352-745-6489 (RSB cell number)
Email Address: gtmiller@phhp.ufl.edu
    studer@shands.ufl.edu

Office Hours: Immediately after class for short questions or by appointment if more time is needed (Office Rm. 1140 & 1134)

Teaching Assistants: Kelly Hawkins; khawkinsdpt@ufl.edu
    Kavya Kamalamma; kskavya@ufl.edu
    Sudeshna Chatterjee; sudeshna1@phhp.ufl.edu

Preferred Course Communications: email or in-person

Course Prerequisites: Course participation is limited to entry-level DPT students in their second year of the UF program who have successfully completed their first year of coursework and their first full-time internship.

PURPOSE AND OUTCOME

Course Overview:
This course will provide the student with a foundation for examining, evaluating, and providing treatment interventions for individuals with musculoskeletal movement dysfunctions, primary and secondary impairments caused by neurological pathology and inclusive of patients with multi-system disorders. Emphasis is placed on understanding normal and impaired movement through discussion, hands on skill development and experiential learning opportunities focusing on motor control, motor learning, and neuroplasticity. The ICF model of enablement and the task oriented conceptual framework for intervention will be used as frameworks for evaluating movement dysfunction and for developing intervention plans. This course meets the requirements of the APTA Neurologic Entry-Level Curricular Content for excellence and Accreditation and incorporates current concepts suggested during CSM 2017 by both the Neurologic and Orthopedic Sections of the APTA.

Relation to Program Outcomes:
This course teaches examination and evaluation of and interventions for basic functional movement skills and their underlying components such as motor control/coordination (ability to plan, initiate, sequence, time, and grade movement), postural control and balance, perception and sensation, muscle tone and strength, and biomechanical considerations. Students will also understand the role that speech/language, cognition, and sensory/perceptual deficits play in rehabilitation process and modifications to intervention to address these areas. Neuroplasticity is specifically addressed as the underlying substrate for patient learning and motor function change. Specific neurological and multi-system diagnoses are introduced as examples of common deficits and as cases for evaluation, intervention, and progression during case study class.
Labs develop students’ skills in movement analysis and evaluation of and treatment of movement dysfunction. A problem-solving approach is used to develop the students’ ability to evaluate the patient with neurological and multi-system involvement, to identify and prioritize key problem areas (systems model), to design and implement an appropriate treatment program based on best current evidence and expert consensus, and to employ handling techniques with the stages of learning to assist the patient to maximum recovery.

Course Objectives:
Formulated from APTA Neuro Section Curriculum Guidelines and Terminal objectives.
Upon successful completion of this course the student will be able to:

2. Summarize major theories of motor control, discuss their influence on current clinical practice (neuro-facilitation, task oriented), and apply to patients/case studies. Describe the contribution of various neuro-therapeutic approaches past and present to current practice and intervention.
3. Using normal movement analysis as a comparison, analyze the sequence of movements of common functional tasks performed by patients with neurological disorders, and determine which movements are abnormal and propose feasible impairments, classify using Movement System Diagnosis. Design, implement and progress appropriate interventions.
4. Describe motor learning theories, underlying concepts, and their application to the deficits of neurological patients. Identify variables that affect neuroplasticity and how to create environments to optimize learning including active patient problem solving. Utilize motor learning concepts from MCI.
5. Describe and evaluate common deficits of cognition (memory, arousal, orientation, attention, executive function—reasoning/problem solving, categorization, memory), language and communication. Design, implement and progress appropriate interventions.
6. Describe and evaluate common sensory/perceptual deficits (neglect, pusher, apraxias) and modify interventions to address deficits for optimal movement. Design, implement and progress appropriate interventions.
7. Modify interventions to address all systems deficits (e.g. cognitive, perceptual, affective, multi-system involvement, prognosis, social).
8. Identify, describe and evaluate coordination deficits due to abnormal synergistic movement, lack of fractionation, biomechanical primary and secondary impairments, and determine appropriate interventions. Design, implement and progress appropriate interventions.
9. Identify social and psychological factors that will impact patient success (anxiety, fear, stress, grief, loss, depression, coping, lack of awareness of deficit, emotional lability). Design and adapt motor recovery programs that address deficits and includes patient concerns. Design, implement and progress appropriate interventions.
10. Interventions – selects, justifies, prescribes, and implements interventions that are appropriate to and effective for patient goals, level of current deficit(s), and supported by evidence and/or neurophysiology (includes neuroplasticity). Adapts and modifies as necessary. Includes but is not limited to: a. Communication and documentation—uses and produces (across setting and across disciplines)
    b. Patient instruction, education, and training of patients/clients, and caregivers.
    c. Therapeutic exercise. Includes but is not limited to:
    i. Aerobic capacity/endorseance. (gait, workload progression, movement efficiency, CV conditioning for neurological conditions)
    ii. Balance (static and dynamic postural control), coordination, agility training. (Perceptual and postural awareness, strategy training)
    iii. Flexibility, tone management, muscle recruitment, firing, strength, endurance.
    iv. Gait and locomotion.
    v. Use clinical decision frameworks to justify the selection of exercise to include technology (such as Wii, Kinect), BWS, Mondo pad, VR, complementary alternative treatment.
    vi. Neuroplasticity such as CIMT, BWS with LT
    vii. Supportive devices and aids (braces, casting, kinesiotape)
    viii. Electro therapeutic modalities (FES)
    ix. Complementary alternative therapies (Feldenkrais, Tai Chi, Pilates, Yoga)
d. Observe a specific patient with neurological condition and hypothesize rationale for intervention provided by assigned clinician from PT, OT, SP, neuropsychology and seek supporting evidence.
e. Evaluate interventions that lack clinical evidence based on clinical outcomes and underlying neurophysiology and neuroplasticity.

11. Analyze and prescribe exercise parameters to *improve postural control* both static and dynamic for various neurological conditions and their primary and secondary impairments.
12. Analyze and prescribe exercise parameters to build *strength, conditioning, maintenance, and aerobic conditioning* for chronic neurological conditions (e.g. stroke, Bi-central fatigue).
13. At any stage of patient management (acute, sub-acute, outpatient), identify discharge options, including community resources and placement alternative, and incorporate into the plan of care.
14. Develop and perform accurate and competent handling/facilitation skills that are appropriate to the skill being learned and the cognitive phase of learning of the patient. Determine when facilitation/handling is appropriate during a dynamical systems approach. Adapt skills to patient condition.

**Instructional Methods**
Blended learning; lecture; lab; demonstrations; patient demonstrations, evaluations of motor control problems, and problem solving for interventions; assignments and discussion; role play; case studies (paper and videos) for problem solving; on-site visits to rehabilitation facility; individual work with assigned patients; practice of psychomotor skills with feedback from instructor and teaching assistants.

**Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, we would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets the focus of the face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.
# DESCRIPTION OF COURSE CONTENT

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Readings/Resources</th>
<th>Assignments/Quizzes</th>
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<tbody>
<tr>
<td>5/10; 5/11</td>
<td>OR combined lec/lab (3:00-6:00)</td>
<td>OR combined lec/lab (3:00-6:00)</td>
<td>(Clinic Visit assignment due by Friday at 5pm for your assigned week)</td>
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<tr>
<td>RH SR</td>
<td>Lab 1 (11:30-2:30)/Lab 2 (3:00-6:00)</td>
<td>Discussion/lecture 3:00-5:00</td>
<td>Required: Scheets, Sahrman; 2014 Movement System Diagnoses, Neuromuscular Conditions</td>
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<td></td>
<td>Lecture: Principles of motor learning/control re-visited and course intro</td>
<td>Group presentations: Movement system diagnoses presentations and discussion</td>
<td>Quiz 1 (5/10): Principles of Motor Control/Learning Assignment 1: Group presentations on Movement System dx due 5/11 in class</td>
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<td></td>
<td>Lab: Movement Analysis and facilitation of normal movement</td>
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<td></td>
<td>Preparation of Movement system assignment</td>
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<tr>
<td>5/17; 5/18</td>
<td>Lab: Principles of body-weight support environment</td>
<td>No Class!</td>
<td>Required: BWS/TT</td>
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<tr>
<td>RH SR</td>
<td>Alternate lab schedule: Will attend 1 of the 4: (8-9:30) (9:45-11:15) (11:45-1:15) (1:30-3)</td>
<td></td>
<td>1. NRN Body-weight support treadmill principles video and training manual</td>
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<tr>
<td>CF, DR</td>
<td>Guest Lecture: Speech and language deficits (Nicole Ferrier) 3-5pm</td>
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<td>2. C. Fox training Video</td>
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<td></td>
<td>Lab: Principles of body-weight support environment</td>
<td></td>
<td>3. O’Sullivan &amp; Schmitz Chapter 8; appendix A and case study 3</td>
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<tr>
<td></td>
<td>Preparation of Neuroplasticity assignment</td>
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<td>Speech/Language</td>
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<td>4. McCulloch 2007; Attention and Dual-Task Conditions</td>
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<tr>
<td>5/24; 5/25</td>
<td>Lab: Management and intervention strategies for patients with cognitive and language deficits</td>
<td>Group presentations (3-4pm): Application of Neuroplasticity principles and Guest Lecture (4-5pm) Dr. Elisa Rothi-Gonzalez</td>
<td>Required: Assignment 2: Neuroplasticity group presentation due 5/25 in class Assignment 3: Speech and language video analysis due 5/24 by 8 am</td>
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<tr>
<td>RH SR</td>
<td>Preparation of Neuroplasticity assignment</td>
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<tr>
<td>5/31; 6/1</td>
<td>Lab: Management and intervention strategies for patients with sensory selection and weighting deficits &amp; postural vertical deficits. Alternate Lab times (11:45-1:15) &amp; (1:45-3:15)</td>
<td>Lecture/Application: Modalities to address abnormal tone and force production, hypokinesia and fractionated movement</td>
<td>Required: Assignment 1: Group presentations on Movement System dx due 5/11 in class Assignment 2: Neuroplasticity group presentation due 5/25 in class Assignment 3: Speech and language video analysis due 5/24 by 8 am</td>
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<tr>
<td>RH SR</td>
<td>Lecture: Tissue Healing (Dr. Dunleavy) 4-6pm</td>
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<td>Quiz 3: Online lecture material, Pusher syndrome article and Visual scanning article 5/31</td>
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<tr>
<td>Date</td>
<td>Lab: Management and Intervention strategies for patients with abnormal tone, hypokinesia, force production and fractionated movement deficits AND Advanced Therex (Dr. Dunleavy) Alternate lab times Lab 1(9-11:15; 11:30-1:15) AND Lab 2(1:45-3:45; 4-6pm)</td>
<td>Lecture/Application: Enriched treatment environments; use of Virtual Reality</td>
<td>Required:</td>
<td>Quiz 4: VR, Periodization and Spasticity Readings 6/8</td>
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<tr>
<td>6/14; 6/15</td>
<td>Lab: Management and intervention for patients with movement pattern coordination deficit and reactive/anticipatory balance deficits AND Advanced Therex (Dr. Dunleavy) Alternate lab times Lab 1(9-11; 11:15-1:15) &amp; Lab 2(1:45-3:45; 4-6pm)</td>
<td>Exam 1 (3-4pm)</td>
<td>Required:</td>
<td>Quiz 5: SCA and SCI articles 6/21</td>
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<tr>
<td>6/28; 6/29</td>
<td>Lab Guest Instructor (Chagui Casanova): Complimentary alternative adjuncts to therapy (Tai Chi) Combined lab (3-6pm)</td>
<td>Guest Instructor/Application: Dr. Mary Ellen Young Psychosocial and Caregiver considerations in treatment/intervention</td>
<td>Required:</td>
<td></td>
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<tr>
<td>7/5; 7/6</td>
<td>Lab: Transitioning to home; Interventions for progression of transfers and gait within the home</td>
<td>Lecture/Application: Upper Extremity Control in function</td>
<td>Required:</td>
<td>Assignment 4: UE evaluation and</td>
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<td>1. Gater et al. 2011 Functional electrical</td>
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</tbody>
</table>
### Course Materials and Technology

**Recommended texts:**
- O’Sullivan, Schmitz: Improving Functional Outcomes in Physical Rehabilitation.
- E-Learning (Canvas), Handouts/articles, Resources

**Website:**
**Please check the website daily.**
We will use Canvas found at [http://lss.at.ufl.edu/](http://lss.at.ufl.edu/). Lecture notes, assigned readings, announcements, grades, etc., will be located here.

**Technology requirements:**
There will be 7 quizzes that will require the use of laptop or other device able to connect online to the canvas website during class. It is highly encouraged to have a laptop or other device able to connect to the internet for all class sessions for interaction with course materials that will be posted on canvas. The midterm and final exams will be on paper and will require use of pencil for scantron submission.

For technical support for this class, please contact the UF Help Desk at:
ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. Group presentations on Movement Systems diagnoses due 5/11 in class.
   a. 5-6 slide power-point (5-6 minute) presentation using assigned population from Neuro 2 comprehensive examination/evaluation assignment. Each student in the group will need to present to achieve full points for the assignment.
   b. Your group will be assigned one of the following populations; Stroke, SCI, BI, DM neuropathy, OA knees, RC impingement/small tear, Instability of the lumbar spine, PD, MS, Cerebellar (Friedrich’s ataxia), GBS.
   c. Reference Scheets; 2014 Movement systems dysfunction classifications and provide which (may be multiple classifications) best fit your assigned population.
   d. Power-point presentation should include a (1) you-tube video for movement analysis (2)most common impairments and functional limitations associated with that population in general and those that are specifically identified in your movement analysis from you-tube video (basically in general how might a patient with this diagnosis present and how is your patient presenting in the video), (3) environmental and community re-integration considerations, and (4) why your chosen movement system classification (or combination of classifications) was chosen based on your movement analysis of you-tube video.

2. Group presentations on neuroplasticity and areas for advances in technology and science that are likely to come (or be present currently) in clinical practice in the next decade. Due 5/25 in class.
   a. 5-6 slide power-point (5-6 minute) presentation based on assigned topic. Each student in the group will need present to achieve full points for the assignment.
   b. Power-point presentation should include information on what the topic is, the mechanism of neuroplasticity (either positive or negative), how it is thought to work, and relevance to physical therapy treatment and patient outcomes. We will provide an example in class as well as time to complete in class.

3. Individual assignment on speech and language video analysis to be completed and posted to canvas by 5/24 by 8am.
4. Individual assignment on UE evaluation and intervention to be completed and posted to canvas by 7/6 by noon.
5. Clinical Visit assignment to be posted to canvas and emailed to clinicians by Friday at 5pm on the week you are assigned to either visit UFHealth Shands Rehab Hospital or Movement Disorders Clinic.
   a. Assignment to be completed based on observations of interdisciplinary team care of a patient with a neurological diagnosis.
   b. Will complete analysis of movement, identification of impairments and functional limitations, evidence for intervention observed and outcome measure usage, as well as answering clinical question referencing current research.
   c. Will submit 1 assignment per pair of 2 students.
6. Patient Day Assignment due 7/27 by 3pm.
   a. Complete a SOAP note. Will post to canvas 1 copy per assigned group.
Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade (% must sum to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>6/15/2017</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>7/27/2017</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes x 7</td>
<td>See detailed schedule</td>
<td>7 quizzes; 4pts each = 28 total pts</td>
</tr>
<tr>
<td>Assignments 1-4</td>
<td>See detailed schedule</td>
<td>Assignment 1 and 2 = 2pts each Assignment 3 and 4 = 4 pts each; 12 total points</td>
</tr>
<tr>
<td>Clinic Visit Assignment</td>
<td>Due Friday at 5pm week assigned</td>
<td>15</td>
</tr>
<tr>
<td>Patient Day Assignment</td>
<td>7/27/2017 by 3pm</td>
<td>5</td>
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<tr>
<td>Practicals</td>
<td>7/19/2017</td>
<td>P/F</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Points earned</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>&lt;60</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
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</tbody>
</table>

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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
Exams will cover reading assignments, class lectures/discussions, lab activities, and journal articles. Grading will follow the PT department grading scale

Policy Related to Make up Exams or Other Work
a. Policy Related to Make-up Quizzes, Assignments, and Exam: Quizzes, assignments and exams can only be made up with an excused absence. In extraordinary circumstances it may be possible to take an exam early or late. Please consult with the instructor if necessary. If for any reason you are unable to attend an exam at the last minute, you must notify the instructors as soon as possible. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

b. Policy Related to Unexcused Absences: Excerpt from the Student Handbook: “Unexcused absence: No opportunity to take missed practical, assignments, quiz, exam. Instructors and teaching assistants are not
obligated to teach material in class or lab to students with unexcused absences. All absences are assumed to be unexcused unless meeting below criteria: illness, death in family, special circumstances (must be approved by Professionalism Committee and Instructors)"

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

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

PHYSICAL THERAPY PROGRAM POLICIES FOR ALL COURSES

Attendance is expected for all class sessions, labs, and examinations. Each student is allowed 1 unexcused absence, however quizzes, exams, assignments or practicals missed that day will not be allowed for make-up. In the case of a student missing more than one lecture/lab, the students final letter grade will be lowered by one grade level (e.g. an “A” will become an “A-“). The Physical Therapy Program at the University of Florida strongly believes that professional behavior patterns begin during the student’s academic preparation. According to the PT Student Handbook, students are expected to notify the department by phone (273-6085) in the event of unexpected absence from a scheduled class session. Students are expected to inform the instructor of planned absences at least two days in advance. Personal issues with respect to class attendance, unexcused absences or fulfillment of course requirements will be handled on an individual basis.

Punctuality is important in both the clinic and classroom. Students are expected to arrive to class on time (i.e. prior to the instructor initiating class) and to return from breaks on time. The clock in the classroom will be considered the “official” clock. You are encouraged to notify your instructor(s) when appointments/ unavoidable commitments will cause arrival to class after start time, or require you to leave early. It is also the responsibility of the instructor to begin and end class at agreed upon times, and to notify you when changes of schedule may occur.

Course Accommodations:
If for any reason you feel you will have difficulty meeting the objectives and expectations of this course, please notify me within five (5) weekdays of the start of class so that accommodations may be implemented where indicated.

Individuals who require reasonable accommodations must contact the Dean of Students Office, 202 Peabody Hall, phone: 392-1261, as soon as possible. This office will provide necessary documentation. The student who is requesting accommodation must then provide this documentation to the instructor.

Counseling and Student Health Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your
coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu/ or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

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.

**Professional Behavior:**
Professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of this by incorporating the development and evaluation of professional behavior into each academic course. Professional Behavior is described in the Student Handbook and is exemplified by:

1. attendance to all classes and labs
2. timeliness
3. attentiveness
4. respectful and polite interaction with peers, instructors, and patients
5. active learning as demonstrated by questions and discussion
6. active participation in lab activities
7. responsibility shown for maintenance, organization, and cleanliness of lab equipment and facilities
8. leads and/or contributes to lab preparation and clean-up, as requested
9. and others as described on Professional Behaviors and Student Responsibilities in the Student manual.

**Laptop & Smartphone policy** Laptop computers are permitted for taking notes. However, inappropriate internet use of any kind is not permitted during lectures. Likewise, smartphones and other technology (e.g., iPads, Kindles, etc.) are permitted in the classroom but their use during class time is not permitted unless related to coursework.

**Social Media policy** Materials are not to be posted or discussed on social media.

**Dress Code** Please review the policies for lecture attire in your Student Handbook. For lab sessions, approved gym attire is accepted.

**Student Responsibilities for Safety and Learning for Clinical Labs** Students will be expected to practice neurologic exam skills on their classmates, instructors, or other simulated patients. They will also serve as patients for their classmates and instructors. Students are responsible for providing their lab partners and instructors with necessary feedback and information in order to prevent injury, or when a student has a condition that prevents participation.
Students are also responsible for notifying the instructor of behaviors, circumstances, or conditions that hinder student learning. Students will be expected to practice with multiple laboratory partners and may be assigned a partner by a course instructor for specific activities.

*Unprofessional behavior can lead to a lower letter grade in this course, or dismissal from this course.*

**Communication Guidelines**

Consider that your communication with colleagues and professors is an extension of your professional identity. Below are links for guidelines for online communication:

*Netiquette Guidelines:*

**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:

“One 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/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)
[http://gradschool.ufl.edu/students/introduction.html](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](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/](https://evaluations.ufl.edu/results/).

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**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](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 web site for more information: [http://www.counseling.ufl.edu](http://www.counseling.ufl.edu). On line and in person assistance is available.

- You Matter We Care website: [http://www.umatter.ufl.edu/](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/](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](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.