PHT 6730: Screening for Referral in Physical Therapy

Credits: 3
Summer: 2024
Delivery Format: On-Campus & E-Learning
Room Number: CLC

Primary Faculty Instructor: Michael Hodges PT, DPT, MHS
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Thomas Hendricks, PT
Email: hendrt@shands.ufl.edu

Preferred Course Communications: Email

Primary Instructor Office Hours: Fridays 12:00-12:45 PM or by appointment

Course Prerequisites: Prerequisite: PHT 6153 and PHT 6157 and PHT 6302C.

PURPOSE AND OUTCOME

Course Overview

The primary goal of this course is to prepare you to:
Recognize client problems that are beyond the expertise of a physical therapist, and to then make the appropriate decision regarding the next step of referral.
Recognize client diagnoses consistent with those treated by physical therapists in a wide variety of clinical settings.
Screening for medical referral and diagnosis requires highly effective skills at comparing and contrast neuromusculoskeletal (MSK) signs and symptoms with those of possible systemic origin.
best evaluated by a different healthcare practitioner. We will review the clinical manifestations of
the more common disorders of organ systems and discuss how they might mimic dysfunction
amenable to physical therapy. You will develop proficiency in: systems screening, differential
interviewing strategies, risk factors, and specific flag recognition for conditions warranting referral.
Introduction to pattern recognition and algorithmic approaches to clinical problem solving will be
presented and practiced using case presentations and student acting. Emphasis will also be placed
on the development of more advanced interviewing and observation skills

Relationship to Program Outcomes

This course provides content specifically directed towards the following Entry Level Program Goals
for Students.

SG1: To prepare entry-level students/graduates to become practitioners of collaborative,
interdisciplinary, evidence-based practice and meet the dynamic needs of physical therapy
healthcare consumers.

Expected Outcomes
SG1b. Students/graduates will be independent problem-solvers and critical thinkers.
SG1c. Students/graduates will be autonomous practitioners able to diagnose and treat.
movement disorders.
SG1d. Students/graduates will be physical therapists who address the unique physical and
psychosocial characteristics of each individual client.
SG1e. Students/graduates will be physical therapists who adhere to state and professional
ethical and legal regulations.
SG1f. Students/graduates will be physical therapists who provide safe and effective physical
therapy services in a variety of clinical settings.

Course Goal

After successfully completing this course, DPT learners can effectively integrate advanced
interviewing, observational, and physical assessment skills to analyze client signs & symptoms for
the purpose of discerning whether the patient should be classified for treatment without referral,
treatment with concurrent referral, or be immediately referred to the proper healthcare provider.

Course Objectives

PHT 6730 DPT learners can:

1.0 Formulate diagnostic hypotheses for patient presentations, as related to both physical therapy
and non-physical therapy amenable conditions, for a client/patient, given evidence in the form of
signs, patient symptoms, pain patterns, and physical examination findings. (Synthesis, Program’s
Student Outcomes SG1b-f)

1.1 Discriminate medical conditions so that they are identified as either treatable by
physical therapy or requiring additional healthcare. (Analysis)

1.1.1 Assess provided client information from an interview so that pain and/or
symptom patterns, and related signs are associated with possible diagnoses.
(Application)
1.1.1.1 Identify client conditions that are beyond the expertise of a physical therapist. (Comprehension)

1.1.1.2 Classify examples of client conditions that are treatable by physical therapy. (Comprehension)

1.1.1.3 Discuss risk factors associated with client conditions so that the need for alternative expertise beyond the scope of a physical therapist is addressed. (Comprehension)

1.1.1.4 Describe the signs and symptoms of immediate medical conditions so that the need for immediate intervention is addressed. (Comprehension)

1.1.1.5 Describe physiological mechanisms that can result in the perception of pain for visceral referral. (Comprehension)

1.1.1.6 Describe the intervention procedures for obtaining immediate medical assistance on behalf of a client. (Comprehension)

1.1.1.7 Differentiate between the clinical patterns associated with each of the following disorders based on signs, symptoms, etiology, key distinguishing factors: (cardiovascular conditions, pulmonary conditions, hematologic disorders, gastrointestinal disorders, renal or urologic disorders, hepatic and biliary disorders, endocrine and metabolic disorders, diabetes, hypoglycemia, metabolic bone diseases, cancer - with emphasis on benign, malignant, and metastatic early warning signs, neuromusculoskeletal disorders, immunologic disorders, dermatologic disorders) (Analyze)

1.1.1.8 For each of the disorders listed above, discuss the appropriate referral strategy so that modifications, timing, and referral procedures that include other members of the healthcare community are addressed. (Comprehension)

1.1.1.9 For each of the disorders listed above, discuss the implications of the following factors:
1. application of relative anatomical, physiological, and developmental components
2. principles of exercise physiology/exercise science
3. effects and potential side effects of pharmaceutical intervention
4. necessary infection control procedures (Comprehension)

1.1.1.10 For psychological factors, determine the relationship between the patient’s pain experience and different psychological diagnoses, and differentiate the appropriate referral. (Comprehension)
2.0 Perform a patient interview/assessment so that the source of a clinical complaint and relevant patient history is accurately determined. (Synthesis, Program Student Outcomes SG1b-d, SG1f)

2.1 Discriminate patient, verbally provided, clinical information so that follow-up questioning can better target the source of a clinical complaint. (Analysis)

2.1.1 Establish systematic inquiry procedures that effectively acquire patient responses to provide relevant and useful information leading to an accurate diagnosis. (Application)

2.1.2 Conduct a patient interview that utilizes a systems screening approach to guide the inquiry. (Application)

2.1.3 Conduct a patient interview that distinguishes red flag health conditions from other conditions that are commonly encountered in clinical practice. (Application)

2.1.4 Adapt the patient interview to allow for individual and cultural differences. (Application)

2.1.4.1 Describe a systems screening approach to a patient interview. (Comprehension)

2.1.4.2 Discover potential patient/client perceptions that may occur related to cultural and individual differences with the physical therapist interview/interpersonal communications. (Comprehension)

Affective Goals

PHT 6730 DPT learners can:

A-1 Promote therapeutic alliances while implementing patient-centered interviews (Program Student Outcome SG1b, SG1d, SG1f)

A-2 Display an authentic desire to overcome communication barriers related to impaired communication abilities, non-English speakers, and/or literacy levels. (Program Student Outcome SG1b, SG1d, SG1f)

A-3 Promote cross cultural awareness and cultural empathy in the delivery of Physical Therapy practice. (Program Student Outcome SG1b, SG1d, SG1f)

A-4 Demonstrate professional behavior appropriate for clinical practice and a responsibility toward team function and success. (Program Student Outcome SG1b, SG1d-f)

Additional goals:

Accepts responsibility for one’s professional behaviors and actions.
Prioritizes time effectively to meet the needs of the health care organization, patient and family/caregivers.

Displays confidence in execution of a physical therapist screening examination.

Modifies performance as needed based upon patient/client response to interview and screening examination.

Questions and revises clinical decision-making based upon patient/client interview and screening examination outcomes.

Understands the influence of yellow flags on patient presentation.

Understands the utility of intraprofessional (e.g., pelvic floor specialist et al.)

Instructional Methods

Blended Learning Approach:
Initial preparatory materials related to creation of illness scripts to enhance understanding of pathological conditions covered in this course are expected to be completed prior to the associated body region specific role plays. Class discussions will occasionally include active learning strategies such as audience response technologies. Additional readings, video lectures, or learning activities may be created and issued as needed to ensure that the course objectives are met.

The Peer Assessment Approach (Student Role Plays):
Modern healthcare systems often demand team-based approaches within and among disciplines to provide optimal care to the patient. Peer-assessment asks each student to bring their knowledge base, critical thinking, and communication skills as an evaluator of the in-class role plays.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (This is also available on the Canvas course home page)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday 5/13</td>
<td>Introduction to Screening for Referral/SFE group test</td>
</tr>
<tr>
<td></td>
<td>Friday 5/17</td>
<td>Errors in Clinical Reasoning/Bias/Caregiver considerations</td>
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<tr>
<td>2</td>
<td>Monday 5/20</td>
<td>No live class - Asynchronous lecture</td>
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<td></td>
<td></td>
<td>Viscerogenic Pain Patterns/Illness script development (Asynchronous)</td>
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<td></td>
<td>Friday 5/24</td>
<td>Objective Exam/Students review and practice skills</td>
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<tr>
<td>3</td>
<td>Monday 5/27</td>
<td>Holiday Asynchronous lecture</td>
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<td></td>
<td></td>
<td>Referral logistics/article review/Role Play overview (Asynchronous)</td>
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<td></td>
<td>Friday 5/31</td>
<td>Head and Neck</td>
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<tr>
<td>4</td>
<td>Monday 6/3</td>
<td>Head and Neck Role Plays</td>
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<td></td>
<td>Friday 6/7</td>
<td>Faculty retreat-no live class-Asynchronous lecture</td>
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<tr>
<td></td>
<td></td>
<td>Overview of Thoracolumbar spine/SI joint (Asynchronous)</td>
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<td>5</td>
<td>Monday 6/10</td>
<td>Thoracolumbar spine, SI joint</td>
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<td></td>
<td>Thursday 6/13 (9AM-12PM)</td>
<td>Thoracolumbar spine and SI joint Role Plays</td>
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<tr>
<td>6</td>
<td>Monday 6/17</td>
<td>Hip and pelvis</td>
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<tr>
<td></td>
<td>Friday 6/21</td>
<td>Hip and pelvis role play</td>
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<tr>
<td>7</td>
<td>Monday 6/24</td>
<td>Section 1 Case Examination (2-4PM CLC)</td>
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<tr>
<td></td>
<td>Tuesday 6/25</td>
<td>Section 1 Exam - Multiple Choice (open resource)</td>
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<td></td>
<td>Friday 6/28</td>
<td>Lower Extremity</td>
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<tr>
<td>8</td>
<td>Monday 7/1</td>
<td>Lower extremity role play</td>
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<tr>
<td></td>
<td>Friday 7/5</td>
<td>No live class - Asynchronous lecture</td>
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<tr>
<td></td>
<td></td>
<td>Integumentary and depression screening lecture (Asynchronous)</td>
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<tr>
<td>9</td>
<td>Monday 7/8</td>
<td>Chest and Abdomen</td>
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<td></td>
<td>Friday 7/12</td>
<td>Chest and Abdomen role play</td>
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<tr>
<td>10</td>
<td>Monday 7/15</td>
<td>Upper Extremity</td>
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<tr>
<td></td>
<td>Friday 7/19</td>
<td>Upper Extremity role play</td>
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<tr>
<td>11</td>
<td>Monday 7/22</td>
<td>Section 2 Case Examination (2-4PM CLC)</td>
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<tr>
<td></td>
<td>Tuesday 7/23</td>
<td>Section 2 Exam - Multiple Choice (open resource)</td>
</tr>
<tr>
<td></td>
<td>Friday 7/26</td>
<td>Review for comprehensive case exam (1st 15 min-Course Evaluations)</td>
</tr>
<tr>
<td>12</td>
<td>Monday 7/29</td>
<td>Comprehensive Case Examination (2-4PM CLC)</td>
</tr>
</tbody>
</table>

### Course Materials

**Recommended Text:** Heick, John, and Rolando T. Lazaro. *Goodman and Snyder's Differential Diagnosis for Physical Therapists.* (7th Edition). Some course material will be generated and presented from this textbook. It is a great reference resource, but not mandatory for this course.
Website:
We will use the Canvas system found at http://lss.at.ufl.edu/. Lecture notes, laboratory assignments, announcements, grades, etc., will be located here.

For issues with technical difficulties for E-learning please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

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.


Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

ACADEMIC REQUIREMENTS AND GRADING
Summary of Grading: (SEE COURSE SCHEDULE ON COURSE CANVAS HOME PAGE FOR DATES)

I. Written Patient Case Examinations: Expected completion time is 2 hours. Scores will be posted within one week of the examination. Students receiving a grade less than 80% will be required to meet with the lead instructor.

II. Multiple choice Examinations. These will be open resource and untimed. Students will have until Friday at 5PM during the week of the examination to complete and submit. Students receiving a grade less than 80% will be required to meet with the lead instructor. Expected completion time is 2 hours.

III. Illness script development: Students will complete and submit illness scripts for diagnoses related to the associated body region. These illness scripts will enhance your understanding of in-class lecture material and will serve as a preparation tool for the in-class role plays and written patient case examinations. Expected completion time will be between 1-2 hours for each body region specific diagnoses.

IV: Quizzes on asynchronous lecture material. **Quizzes must be completed prior to the next live class meeting.** Expected completion time is up to 10-15 minutes (Quizzes are not timed).

<table>
<thead>
<tr>
<th>Written Patient Case Examinations (Examination time is 2 hours)</th>
<th>15% each x 3</th>
<th>45%</th>
<th>Exam 1: Monday 6/24 2-4PM at CLC. Exam 2: Monday 7/22 2-4PM at CLC. Exam 3: Monday 7/29 2-4PM at CLC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice Examinations (Open resource/untimed)</td>
<td>15% x 2</td>
<td>30%</td>
<td>Exam 1: opens Tuesday 6/25 and closes Friday 6/28 at 5PM. Exam 2: opens Tuesday 7/23 and closes Friday 7/26 at 5PM.</td>
</tr>
<tr>
<td>Quizzes (3 total) on asynchronous lecture material</td>
<td>Quiz 1 and 2: 5% each Quiz 3: 3%</td>
<td>13%</td>
<td>Quiz 1 due Friday 5/24 at 8AM. Quiz 2 due Monday 6/10 at 8AM. Quiz 3 due Monday 7/8 at 8AM.</td>
</tr>
<tr>
<td>Illness scripts assignment (6 total)</td>
<td>2% each</td>
<td>12%</td>
<td>Due by 8AM on class role play days (see course schedule)</td>
</tr>
</tbody>
</table>

100%

Policy Related to Examinations:
Please notify lead instructor (Dr. Hodges) with any anticipated scheduling conflicts for any scheduled examination. A 10% reduction in examination score will occur for any student arriving late (without prior approval) to a written patient case examination.

Late illness script or quiz submissions: Please notify lead instructor (Dr. Hodges) if you anticipate that you cannot complete an illness script submission/quiz by the due date/time due to significant extenuating circumstance.

The following criteria will be used when grading late illness script or quiz submissions. Less than 24 hours late - minus 1 point (illness script) / minus 2 points (quiz)
No illness script/quiz will be accepted beyond 24 hours after due date/time and will result in 0 points.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk ([http://helpdesk.ufl.edu/](http://helpdesk.ufl.edu/)) correspondence. You MUST e-mail Dr. Hodges within 24 hours of the technical difficulty if you wish to request a make-up.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>Below 60</td>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>

**Final course grades:** Final course grade rounding will occur based on the digit in the tenths place:
Original grade: 87.4 Rounded grade: 87
If the digit in the tenths place is below 5, the score is not rounded up.

Original grade: 87.5 Rounded grade: 88
If the digit in the tenths place is 5 or above, the score is rounded up.

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](http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**Policy Related to Required Class Attendance**

**PHYSICAL THERAPY PROGRAM POLICIES FOR ALL COURSES**

**Attendance** is expected for all class sessions and examinations. 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 lead instructor (Dr. Hodges) of planned absences **at least two days in advance**.

**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/ avoidable 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. Students are allowed one late arrival if they have emailed the lead course instructor (Dr. Hodges). Late class arrivals without notifying Dr. Hodges or arriving late to more than one class session will result in the deduction of 1-point from the total class grade and referral to your mentor and Professional Development Committee (PDC) to develop a growth plan to improve behaviors to the expected level.

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](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

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

**Expectations Regarding Professional Course Behavior:**

Mastering core areas of professional behavior is critical for a successful transition from the classroom to the clinical setting. We recognize the importance of these behaviors and have incorporated the development, as well as the evaluation, of these professional behaviors into each academic course.

**Core areas of professional development and growth:**

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

*Professional Behavior is described in the DPT Student Handbook and is exemplified by the following:*

1. attendance in 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. appropriate communication with the course instructor when absence from class is unavoidable,
10. appropriate lab and lecture attire,
11. adherence to all university policies,

You will receive constructive feedback from instructors for the first observed minor deviation from expected "beginning level" professional behavior (see Professional Development Tool). Repeated deviation from expected behavior will result in the deduction of 1-point from the total class grade and referral to your mentor and Professional Development Committee (PDC) to develop a growth plan to improve behaviors to the expected level. Major/serious deviations from expected behaviors will result in referral to the Dean of Students Office (DSO) and PDC. Major or serious deviations may result in loss of points or letter grade as determined by DSO.

**Communication Guidelines**

Please use professional etiquette when emailing and communicating with course instructors. For detailed structure regarding emails please refer to Netiquette Guidelines:


**Class Discussions**

**Rationale:** Discussions provide you with opportunities to acquire knowledge, insight, and skills through face-to-face exchange of your rationale, information, and ideas. Through discussion you gain practice in thinking through problems and organizing concepts, formulating arguments and counterarguments, testing out your ideas in a “safe” setting, and responding thoughtfully and critically to diverse points of view. Discussions teach you to think “on your feet”, provide rationale for your opinions, and develop a more confident and effective professional persona.

**Discussion Principles (Deemer, 1986):**

- I am critical of ideas, not people. I challenge and refute the ideas . . . but I do not indicate that I personally reject them.
- I focus on coming to the best decision possible, not on winning.
- I encourage everyone to participate.
- I listen to everyone’s ideas even if I don’t agree.
- I restate what someone has said if it is not clear to me.
- I first bring out all ideas and facts supporting all sides, and then I try to put them together in a way that makes sense.
- I try to understand all sides of the issue.
- I change my mind when the evidence clearly indicates that I should do so.
**Group Skills (Tiberius, 1990):**

- Seek the best answer rather than try to convince other people.
- Don’t let your previous ideas or prejudices interfere with your freedom of thinking.
- Speak whenever you wish (if you are not interrupting someone else, of course!), even though your idea may seem incomplete.
- Practice listening by trying to formulate in your own words the point that the previous speaker made before adding your own contribution.
- Avoid disrupting the flow of thought by introducing new issues; instead wait until the present topic reaches its natural end; if you wish to introduce a new topic, warn the group that what you are about to say will address a new topic and that you are willing to wait to introduce it until people are finished commenting on the current topic.
- Stick to the subject and talk briefly.
- Avoid long stories, anecdotes, or examples.
- Give encouragement and approval to others.
- Seek out differences of opinion; they enrich the discussion.
- Be sympathetic and understanding of other people’s views.

**Electronics Requirements**

Refer to the current requirements provided in the UF DPT Program Student Handbook.

**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 all work submitted for credit by students at the university, 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/.

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.

Course Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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.

• **U 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)

• **University Police Department**: Visit [UF Police Department website](http://www.police.ufl.edu/) 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](http://www.uflhealth.org/emergency/). 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](http://www.multicultural.ufl.edu)