

University of Florida
College of Public Health & Health Professions Syllabus
PHT 6190C: Therapeutic Exercise II/ Motor Control II (3 credits)
 Summer: 2019
 Delivery Format: On-Campus
 Course Website: E-Learning(Canvas)

Instructors: Rachelle Studer-Byrnes, PT, DPT, NCS PPHP Room 1140 rstuder@php.ufl.edu,
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Location and course times:

Wednesdays UF DPT Clinical Learning Center or clinical sites (see schedule for times and locations)
 Thursdays PT 1109 3-5, some sessions scheduled 12-3 Clinical Learning Center

Course contact for administration, questions related to schedule, grading: Rachelle Studer-Byrnes Phone Number: 352-745-6489 (cell number), rstuder@php.ufl.edu

Office Hours: Immediately after class for short questions or by appointment if more time is needed. Preferred Course Communications: email or in-person

Teaching Assistants: Kanika Bansal, PT kanika.bansal@php.ufl.edu
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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:

The overarching goal of this course is to synthesize foundational concepts, frameworks, and basic science coursework to create comprehensive therapeutic exercise interventions for patients with diagnoses across all systems and with multi-system involvement. Emphasis on utilizing the ICF model of enablement and the task oriented conceptual framework for intervention will be employed as frameworks for evaluating movement dysfunction and for developing intervention plans through discussion, hands on skill development and experiential learning opportunities.

Relation to Program Outcomes:

This course teaches examination, evaluation and treatment techniques to address functional movement and its underlying components. Foundational skills and knowledge of motor control (ability to plan, initiate, sequence, time, and grade movement), coordination, motor learning, postural control, stage of rehab, tissue healing, muscle physiology, anatomy, perception and sensation, and biomechanical considerations are applied. Students will also build on knowledge of speech/language, cognition, psychosocial and sensory/perceptual deficits and their role in the rehabilitation process and modifications to intervention and therapeutic exercise to address these limitations, as well as the roles of the interdisciplinary team. Neuroplasticity is specifically addressed as the underlying substrate for patient learning and motor function adaptation. Core dimensions of physical therapy practice including knowledge, clinical reasoning, movement analysis, and virtues/ethics will be highlighted both in structured graded debriefing sessions to guide reflection of therapeutic exercise choice and recommended self-reflection activities.

Emphasis is placed on clinical reasoning to develop the students' ability to evaluate a patient with neurological, musculoskeletal, integumentary, cardiopulmonary and/or multi-system involvement, identify and prioritize key problem areas (systems model) and interventions, design and implement an appropriate treatment program based on best current evidence and expert consensus, and to progress the patient to achieve their individualized maximum recovery.

Course Objectives:

Upon successful completion of this course the student will be able to:

1. Integrate previously attained foundational and clinical knowledge to patient examination, treatment prioritization, prognosis, goals of care and exercise selection, modification and prescription across PT diagnoses. (multiple systems)
 - a. Select, modify, and adjust exercise techniques to meet patient goals including appropriate dosage and parameters.
 - b. Prioritize and progress exercise choices based on phase of recovery, individual response to exercise and functional requirements.
 - c. Apply motor learning principles to initially teach, adjust, and promote improvements in performance and retention.
 - d. Evaluate and adjust exercise performance and outcomes across the continuum of plan of care.
 - e. Consider and adapt external barriers and enhancers of activities and participation.
 - f. Formulate physical therapy diagnosis given patient presentation, signs and symptoms, pathology, evaluation, and personal and environmental factors.
 - g. Utilize knowledge of neuroplasticity and maladaptive plasticity.

2. Integrate previously attained foundational and clinical skills to patient examination, treatment prioritization, prognosis, goals of care and exercise selection, modification and prescription across PT diagnoses. (multiple systems)
 - a. Articulate and apply the ICF model when choosing goals, outcome measurements, and intervention techniques.
 - b. Adapt communication strategies for appropriate instruction, feedback, and motivation.
 - c. Select and apply appropriate methods to enhance sensory and proprioceptive input to improve motor activation and coordination.
 - d. Apply principles psychologically informed practice to choice, delivery, goal setting, and progression
 - e. Evaluate and educate patients on appropriate exercise execution, progression, modification, and compensatory movement patterns.

3. Synthesize concepts of prognosis, physical therapy diagnosis, and relative severity, irritability, nature, and stage (SINS) in the clinical reasoning process.
 - a. Apply precautions and contraindications consistently for a variety of patient diagnoses, ages, medical and surgical management, stages of healing/recovery (acuity) and conditions.
 - b. Differentiate between types of exercise for a variety of impairments that impact movement (e.g. hypo vs hypermobility, hypo vs. hypertonia, coordination vs. vestibular) and between choices related to cause of injury or pathology (e.g. repetitive strain vs. trauma, cardiovascular vs. metabolic).

4. Formulate exercise prescription and patient goals based on knowledge of tissue healing and repair, exercise physiology, disease pathology, and movement biomechanics.
 - a. Identify movement compensation and adjust exercise dosage, instructions, feedback to improve efficiency and coordination of movement.
 - b. Construct treatment plan reflecting on body function and structure, the relation to activity and participation and the reverse.
 - c. Integrate modalities, treatment adjuncts, and treatment time given best evidence.

5. Assess need for referral and inclusion of other professions to meet patient goals, achieve best possible quality of life and to the highest standards of evidence based practice.
6. Apply complementary and alternative exercise modes suitable for patients in group or individual formats.

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

Day	Date	Time	Lecture/Lab/patient session	Topics
Wed	15-May	9:00-10:00	Introduction to course	Syllabus review, introductory material quiz
		10:00-11:00	Lecture	Review of key foundational concepts
		11:00-12:00	Case study application	
		1:00-2:45	Lab A &B	
		3:00-4:30	Lab A &B	
Wed	22-May	8:00-10:00 Lab A	Patient session	
		9:30-11:30 Lab B	Patient session	
		1:00-2.45	Lecture/lab A&B	Lower extremity
		3:00-4.45	Lecture/lab A&B	Lower extremity
Wed	29-May	8:00-10:00 Lab A	Patient session	
		9:30-11:30 Lab B	Patient session	
		1:00-2.45	Lecture/lab A&B	Upper extremity
		3:00-4.45	Lecture/lab A&B	Upper extremity
Thurs	30-May	1-3pm	Lab	Pilates (Lab A)
Wed	5-Jun	8:00-10:00 Lab A	Patient session	
		9:30-11:30 Lab B	Patient session	

		1:00-2.45	Lecture/lab A&B	Spine
		3:00-4.45	Lecture/lab A&B	Spine
Thurs	6-Jun	1:00-3:00pm	Lab	Pilates (Lab B)
Wed	12-Jun	8:00-10:00 Lab A	Patient session	
		9:30-11:30 Lab B	Patient session	
		1:00-2.45	Lecture/lab A&B	Multiple diagnoses
		3:00-4.45	Lecture/lab A&B	Higher level progression and functionl recovery
Thurs	June 13th	1:00-3:00pm	Lab	Tai Chi (Lab A and B)
Wed	19-Jun	8.30-9.30 Lab A	Practical competency check off	
		10:00-11.00 Lab B	Practical competency check off	
		1:00-2.45	Case demonstrations	
		3:00-4.45	Case demonstrations	
Thurs	20-Jun	3-5pm		Exam 1
Wed	26-Jun	9:00-10:00	Lecture	Motor Control theories, environments, components of interdisciplinary care
		10:00-12:00	Lecture	Strategies for communication and cognition
		1:00-2:45	Lecture/lab A&B	
		3:00-4:30	Lecture/lab A&B	
Thurs	27-Jun	1:00-3:00pm	Lab	Yoga (Lab A and B)
Wed	3-Jul	8:00-10:00 Lab B	Patient session	
		9:30-11:30 Lab A	Patient session	
		1:00-2.45	Lecture/lab A&B	Strategies and intervention techniques for sensory, perceptual, visual deficits
		3:00-4.45	Lecture/lab A&B	Strategies and intervention for tone and sensory dysfunction (Upper extremity)
Wed	10-Jul	8:00-10:00 Lab B	Patient session	
		9:30-11:30 Lab A	Patient session	
		1:00-2.45	Lecture/lab A&B	Strategies and intervention for tone and sensory dysfunction (Lower extremity)
		3:00-4.45	Lecture/lab A&B	Abnormal Gait
Wed	17-Jul	8:00-10:00 Lab B	Patient session	
		9:30-11:30 Lab A	Patient session	
		1:00-2.45	Lecture/lab	Isolated muscle activation and strengthening progression
		3:00-4.45	Lecture/lab	Coordination and power
Wed	24-Jul	8:00-10:00 Lab B	Patient session	
		9:30-11:30 Lab A	Patient session	
		1:00-2.45	Lecture/lab A&B	Motivation, depression, behavioral management
		3:00-4.45	Lecture/lab A&B	Program Design (VR, circuit training, etc.)

Wed	31-Jul	8.30-9.30 Lab B	Practical competency check off
		10:00-11.00 Lab A	Practical competency check off
		1:00-2.45	Case demonstrations
		3:00-4.45	Case demonstrations
Thurs	1-Aug	3-5pm	Exam 2

Course Materials and Technology

Recommended texts:

- Dunleavy-Slowik: Therapeutic Exercise Prescription, 1st edition. Elsevier
- Shumway-Cook: Motor Control 4th Edition contains compiled research inclusive to 2011 (5th Edition available now)
- O'Sullivan, Schmitz: Improving Functional Outcomes in Physical Rehabilitation.
- E-Learning (Canvas), Handouts/articles, Resources

Website:

Please check the Canvas website daily found at <http://lss.at.ufl.edu/>. All lecture notes, assigned/recommended readings, announcements, and grades will be located here.

Technology requirements:

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 canvas and will require the use of a laptop or computer.

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. Quizzes (20%)

- a. Knowledge of previous content and new content

2. Patient experience/sessions (2 x 20%)

You will be assigned to a group to evaluate and treat a patient with a primary orthopedic diagnosis in session 1 and a primary complex or neurologic diagnosis in session 2 for 4 weeks each.

- a. Each person in your group will take the lead for one section of the session. Decide who is responsible for taking notes, will take the lead for the examination and exercise intervention prior to coming in to class.
- b. As you select your exercises, have at least 2 alternatives ready and be prepared to adjust the exercise parameters as needed.
- c. After the one-hour session you will have 30 minutes to discuss the grading rubric questions and debrief with your supervising clinician. Each person will need to contribute to the discussion items provided. The discussion sessions are worth 5 points each week and you will receive a group grade based on the clinical reasoning strategies, accurate representation of what you did and analysis of your findings using the supplied rubric.
- d. After the one-hour session you will need to complete the SOAP note documentation and detailed exercise plan to be available for the next session. Your SOAP note should reflect your assessment, PT diagnosis, prognosis, and how your exercise prescription addresses body structure limitations as well as functional movement and participation limitations. Short-term and long-term goals should be addressed each session, and modified to address the above content. Your note should refer to how you are progressing toward patient goals. This note should be completed, posted to canvas, and printed and placed in the appropriate patient folder by 1pm on the treating day.
- e. Review and research any components of the patient's health condition, medical or surgical history or evidence to support your management every week and share with your group on Canvas on your group page.
- f. At the end of the first four week session, reflect on your personal performance and areas of strength and improvement in order to prepare for demonstrating exercise prescription and instruction for your second patient.
- g. For all patient sessions the student must be dressed in appropriate clinic attire with name tag. Student should be prepared to start patient sessions on time, having treatment area prepared, discussed plan with clinical instructor, and demonstrate professionalism as outlined by the student handbook with all interactions with patients, clinicians, and faculty. Failure to abide by this policy will result in loss of all points associated with the activity that day. (i.e. patient experience is worth 5% each visit, will result in loss of 5% of grade that day.)

3. Individual Competency of exercise testing, monitoring, feedback and progression (10%)

- a. This will be based on clinical performance and reasoning graded by your clinical instructor while working with your assigned patient. You are responsible for requesting your clinical instructor to complete this preferably during session 2, 3 or 4 for both your orthopedic and neurologic/complex patient. You will complete this twice to receive your total score, once with your orthopedic patient, and one with your complex/neurologic patient.
- b. The grading criteria for this assignment is based on your exercise selection, choice of parameters, dosage, modification, teaching (i.e. instruction, monitoring, feedback and correction) and progression as appropriate for your assigned patient during your scheduled patient sessions. See rubric for specific details.

4. Practical competency (Pass/Fail)

- a. This will be based on clinical performance and reasoning graded by your clinical instructor while working with your assigned patient. You will complete this based on hand-off communication provided from a patient chart on a patient who you have not previously treated.
- b. The grading criteria for this assignment is based on your exercise selection, choice of parameters, dosage, modification, teaching (i.e. instruction, monitoring, feedback and correction) and progression as appropriate for your assigned patient during your scheduled patient sessions. See rubric for specific details.

5. Midterm and Final Exams (15% each)

- a. Multiple choice exams covering pre-requisite content and new content introduced in the course requiring clinical reasoning and application of concepts.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Midterm Exam	June 20 th , 2019	15%
Final Exam	August 1 st , 2019	15%
Quizzes	See schedule for details	20%
Patient Day Experiences	Weekly discussion and at end of assigned 4 weeks	20% x 2
Individual Competency	As assigned	2 x 5%

Point system used

Points earned	93-100	90-92	87-89	83-86	80-82	70-79	60-69	<60
Letter Grade	A	A-	B+	B	B-	C	D	E

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.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C	D	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.0	1.0	0.0	0.0	0.0	0.0	0.0

Exam Policy

Exams will cover reading assignments, class lectures/discussions, lab activities, and application/integration of pre-requisite course content.

Policy Related to Make up Exams or Other Work

- a. Policy related to assignments, patient experiences 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)”*
- c. Policy related to patient experiences: If an experience is missed due to excused absence will provide a similar experience or makeup schedule. If absence is unexcused will lose the 5% associated with participation in the experience for the day(s).
- d. Technical issues related to submissions: 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 the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

PHYSICAL THERAPY PROGRAM POLICIES FOR ALL COURSES

Attendance is expected for all class sessions, labs, and examinations. Each student is allowed 1 unexcused absence from lecture or lab, however patient sessions, 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 student’s 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 UF Health Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at UF Health 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

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. For all patient sessions the student must be dressed in appropriate clinic attire. Failure to abide by this policy will result in loss of all points associated with the activity that day. (i.e. patient experience is worth 5% each visit, will result in loss of 5% of grade that day.)

Student Responsibilities for Safety and Learning for Clinical Labs Students will be expected to practice exam skills on their classmates, instructors, or patients. They will also serve as patients for their classmates and instructors. Students are responsible for providing their lab partners, instructors and patients with necessary feedback and information in order to prevent injury, or when a student has a condition that prevents participation. As safety is the major priority for patient care please consult your supervising instructor immediately if there is a potential precaution or contraindication that you identify when working with patients and follow precautions above all else. 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

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

Netiquette Guidelines:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Academic Integrity

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their 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>

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.
