

University of Florida
College of Public Health & Health Professions Syllabus
PHT6302C: PRINCIPLES OF DISEASE (4 credit hours)
 Fall Semester 2019
 Delivery Format: On-Campus

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Room Number: Tuesdays, 2:00 – 3:50 PM, HPNP Room 1104
 Fridays, 9:00 AM – 12:00 PM, Clinical Learning Center
****There are exceptions! Please see the schedule.****

Preferred Course Communications: Email is the official communication at the University of Florida.

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to educate the physical therapy student on basic pathology, presentation, signs, and symptoms related to common diseases/conditions. Conditions that will be discussed are those that may be encountered by the physical therapist in the acute care, sub-acute/rehab, home health care, and outpatient settings. The course will also highlight evaluation and treatment considerations for patients presenting with these conditions. We will emphasize signs/symptoms that may help to differentially diagnose pathologic conditions from musculoskeletal conditions, in order to make a medical referral when needed for conditions beyond the scope of physical therapy treatment. This course is a part of the physiology, exercise, and pathology curriculum thread and serves as a pre-requisite for the “Differential Diagnosis” course that is offered in the following summer.

Relation to Program Outcomes

The primary goal of PHT6302C is to prepare you to recognize the impact of primary systemic diseases on your patients, to empower you to use your understanding of human disease to influence your clinical decisions. We will review the underlying pathology and clinical manifestations of the systemic disorders most commonly encountered and discuss their relevance to physical therapy evaluation and intervention. The role of the PT in risk factor reduction and prevention of disease will also be discussed. While patients with systemic disease are frequently encountered in the acute care setting, patients with systemic diseases may

be encountered in any clinical setting. This course directly addresses the following standards required by the Commission on Accreditation in Physical Therapy Education (CAPTE), updated most recently in December 2017:

Standard 6(E): The curriculum includes organized sequences of learning experiences that prepare students to provide physical therapy care to individuals with diseases/disorders involving the major systems, individuals with multiple system disorders, and individuals across the lifespan and continuum of care, including individuals with chronic illness.

Standard 7C: The physical therapist professional curriculum includes content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; system interactions; differential diagnosis; and the medical and surgical conditions across the lifespan commonly seen in physical therapy practice.

Course Objectives and/or Goals

Upon completion of this course, the student will:

1. Utilize principles from the biological sciences to understand pathophysiological processes across the lifespan.
2. Explain relationships among pathophysiological processes, laboratory and diagnostic tests, and clinical manifestations of selected illnesses.
3. Analyze and synthesize the signs, symptoms, and pain patterns associated with various systems of the body and the implications thereof, including identification of whether physical therapy is indicated or whether a client requires referral to, or collaboration with, other appropriate healthcare professionals.
4. Critically evaluate journal articles regarding physical therapy practice, research, and education related to systemic diseases.
5. Prepare to evaluate a hospitalized patient with an acute disease, exacerbation, systemic illness or injury, including:
 - a. Review the pertinent information in the chart or electronic medical record
 - b. Communicate with other disciplines in the healthcare team
 - c. Plan a logical and appropriate line of questions for patient interview
 - d. Organize a patient evaluation, including mobilization and monitoring of vital signs.
 - e. Predict when mobilization will be indicated in the presence of systemic disease
6. Appraise the immunocompetence and infectious state of a patient based upon objective information from the chart, and apply appropriate precautions (i.e. universal, contact, droplet, airborne, or neutropenic). Select, don and remove necessary personal protective equipment (PPE) in a simulated patient evaluation.
7. Select and justify an active wound management plan that accounts for the etiology of the lesion, presence of medical morbidities or other factors (i.e. nutrition) that can impact healing. In a simulated setting, prepare a sterile field, select dressings, measure and document the lesion, and prescribe relevant functional training, education, and secondary prevention measures.
8. Detect and adapt to specialized needs of patients in the acute care environment:
 - a. Identify key elements of systems review and select appropriate physical therapy tests and measures
 - b. Recognize interplay of disease state and acuity with physical functioning
 - c. Contrast the role of pain pattern, quality, associated signs, and exacerbating/relieving factors in the therapeutic prescription
 - d. Mobilize a patient in a role-playing situation with lines, tubes, monitors, and/or drains
 - e. Establish an exercise prescription for a medically acute patient
 - f. Identify key factors that will influence a discharge recommendation from the hospital

9. Differentiate the distinct clinical practice patterns associated with the following disorders:
 - a. cardiovascular conditions
 - b. pulmonary conditions
 - c. hematologic disorders
 - d. gastrointestinal disorders
 - e. renal or urologic disorders
 - f. hepatic and biliary disorders
 - g. endocrine and metabolic disorders
 - h. metabolic bone diseases
 - i. musculoskeletal disorders
 - j. immunologic/infectious disorders
 - k. dermatologic disorders, including wound management and burn rehabilitation
 - l. cancer

10. For the above disorders modify an appropriate PT intervention (including necessary modifications and procedures for referral to, and assistance from, other members of the healthcare community) and timing of the intervention.

11. Describe the implications of the following factors on clients with systemic diseases: (apply)
 - a. anatomical, physiological and developmental components
 - b. principles of exercise physiology/exercise science
 - c. principles of nutrition
 - d. effects and potential side effects of pharmaceutical intervention
 - e. necessary infection control procedures.

12. Given a case study, develop an appropriate physical therapy examination, evaluation, diagnosis, prognosis and intervention including procedures for obtaining appropriate referral to, and assistance from other members of the healthcare community.

Instructional Methods

We will use lecture, journal article readings, class discussion, laboratory practice, and cases. Master clinicians from the local area may participate as guest lecturers and/or lab instructors. In lab sessions, cases will be presented and applied to the pathology covered in homework and lecture. Clinical problem-solving strategies will be applied and practiced. Role-playing will be used to further develop clinical decision-making skills as well as to promote advanced communication skills.

Our expectation is that you will be prepared for class. This includes completing readings or assignments prior to class so that you will be able to contribute to class discussions and case studies. According to the University of Florida Graduate School, the expected time requirement for readings and assignments in graduate and professional programs is **~2-3 hours of self-study per credit hour, per week**. You will have ~5-7 days to prepare for the next class.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)
1	Aug 20, 23	Acute care and basic principles of disease, PPE lab
2	Aug 27, 30	Stress and disease, Wound evaluation
3	Sep 3, 6	Inflammation, Vascular disease and wound management
4	Sep 10, 13	Dermatology/ EXAM #1 / Burn rehabilitation
5	Sept 17, 20	Fluids & Electrolytes/Edema and lymphedema
6	Sep 24, 27	Musculoskeletal System
7	Oct 1, 4	Immunology & hypersensitivity (Homecoming Oct 4: Class CX)
8	Oct 8, 11	Autoimmunity & Immunodeficiency / EXAM #2
9	Oct 15, 18	**Simulation Labs ; Hematology and oncology
10	Oct 22, 25	Hematology and oncology – part 2
11	Oct 29, Nov 1	Cardiopulmonary

Week	Date(s)	Topic(s)
12	Nov 5, 8	Renal, Acid-base and physiological monitoring / EXAM #3
13	Nov 12, 15	**Simulation Labs , Endocrine and Metabolic Disease
14	Nov 19, 22	Gastrointestinal Disorders
15	Nov 26	Review Session/Makeup (THANKSGIVING HOLIDAY Nov 29: Class CX)
16	Dec 3	Hepatic, Biliary, and Pancreatic Disease (READING DAY Dec 6: Class CX)

Note: This is not intended to be a comprehensive schedule of course activities and assignments. Please refer to the combined schedule posted on Canvas.

Course Materials and Technology

Recommended Texts:

- 1) Huether, S. & McCance, K. (2012). **Understanding Pathophysiology, (5th ed.)**. St. Louis: Mosby/Elsevier.
- 2) Steffers, G. & Credner, S. (2012). **General Pathology and Internal Medicine for Physical Therapists**. New York: Thieme. *Free electronic book, available through the HSC Library website.*

Required Technology:

Several classes require access to online materials and examinations during class and/or laboratory. A laptop computer or tablet in good working order is essential for students in the DPT program. The clinical learning center is wired with AC power outlets near each seat, allowing students to take notes and exams on their devices without reliance on battery power. Exams will be administered in-class via electronic learning, and devices must be in good working order. If a laptop crashes during an exam, the student will be expected to continue the exam by handwriting.

Please check the **Canvas** e-learning system prior to attending class on Tuesday & Friday for lecture notes, homework and laboratory assignments, readings, announcements, grades, etc. The Canvas e-learning system can be accessed at the following link: <https://lss.at.ufl.edu>

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

Exam Policy

Four exams are scheduled, consisting of approximately 80 questions over 2 hours. Exams 1-3 will be held in conjunction with Friday classes and administered electronically through Canvas. Expect to bring your electronic device (tablet, or preferably a laptop) for the exam, and download the required lock-down browser in advance. If your laptop crashes during the exam, you will be expected to continue the test on paper, per the DPT Student Handbook policy.

The multiple-choice format tests your decision-making abilities in simulated cases. The exam format was selected to mimic questions a graduate may encounter on the PT Board exam. Exams will cover reading assignments, class lectures/discussions, on-line tutorials, homework assignments and labs. While each exam focuses on the course content of the four previous weeks, some aspects are by necessity cumulative. For example: lab values are covered early in the course but will be relevant for most units.

Exams #1 through #3 will be held from 8:00-10:00 AM, Friday mornings, in in the CLC. Since classes are canceled on 3 other Fridays of the semester, we must conduct a regular class following the exams.

The DPT Curriculum Director has tentatively scheduled the Principles of Disease Final Exam from 8:30-10:30 AM on Monday December 10, in Rooms 1104/9.

Quizzes:

The content in this class is extensive and can feel overwhelming at times to some students. To help organize the content and assist with studying, study questions/guides have been developed for each Friday topic, along with videos/notes and/or reference readings. The videos and readings are not required, but it is strongly recommended that students review these materials in advance of class, to maximize the time we spend on application. In addition, quizzes have been scheduled in and out of class on many weeks, to reinforce the weekly content. Twenty-two quizzes will be given throughout this course, and each is worth 0.5% of the final grade. There are no make-ups for missed quizzes, but the quiz portion of the course grade is worth 9%. This means that students may miss up to 4 quizzes, or earn up to 2% of extra credit toward their final grade.

Canvas homework quizzes: Canvas quizzes will focus on content from the homework videos and/or study questions. The primary objective of the Canvas homework quiz is to help students organize content and reinforce learning of the course material for the week, in advance of class. Students may use notes during the quiz; however, no retakes are permitted and *assistance from any other human being is not permitted*. Each quiz is graded as % of questions correct. In 2019, there are 6 scheduled Canvas quizzes.

Class-based quizzes: In-class quizzes will be administered many weeks, often (but not always) coinciding with the appearance of a guest instructor. The primary objectives are to help students optimize in-class learning and to reinforce concepts just discussed. Quizzes will be a mixed format, short (usually 5-10 minutes length) and graded as complete/incomplete. To receive a complete/full credit, you must: take the quiz in person, write your own name at the top, and answer the questions to the best of your ability without using notes. In 2019, there are 16 scheduled class-based quizzes.

Patient Handling Labs: Acute care physical therapists must understand the precautions related to a patient's disease process, body habitus, injury, and/or surgery, while mobilizing safety and preserving lines, tubes, and monitors. This class includes case-based handling labs, emphasizing problems/precautions encountered in orthopedic/trauma and medical/surgical units. Students will be assigned to a lab on one weekday evening in October, plus one weekday evening in November, from 5:30-9:30 pm, in the College of Nursing's simulation lab located in HPNP 1203A.

Simulation Lab Objectives:

1. Interview mock patients resulting to identify the source(s) of their clinical problem(s).
2. Mobilize patients while using appropriate body mechanics and equipment for precautions related to orthopedic, vascular, or cardiac surgery or secondary to medical lines/tubes, burns, edema, cancer, or obesity.
3. Modify a physical therapy examination and/or intervention, either in a role-playing situation or in a written case discussion, based on recognition and incorporation of client individual and cultural differences.
4. Reflect upon areas of strength and needs for improvement in your evaluation and treatment techniques in a simulated acute care setting.

Just as importantly, the simulation lab is an exercise in professionalism, and a number of expectations have been incorporated into both the lab experience and writing assignment.

Professionalism/Core Value Objectives:

1. Commitment to Learning: - ~24 hours in advance of lab, you will be assigned to a patient case. It is expected that you will read the case ahead of time, identify information essential to a physical therapy intervention (including essential information that is NOT written in the case), look up terms you do not understand, and make a tentative outline of what you need to do with the patient.
2. Interpersonal skills: - You will be assigned to work on your patient case with another student. You will not be notified who your partner is until you enter the lab. Divide the requirements of the case so that each of you takes the lead equally. When you are not the leader, be supportive of your partner and assist without taking over.
3. Communication: be prepared to ask for additional needed information from instructors prior to lab and to interview the patient to obtain relevant information for discharge planning; use language someone with an 8th-grade education can understand
4. Effective use of time and resources: - it will be expected that you will complete the required lab tasks listed in the patient case, within the time provided. If you do not complete your assignment during the lab, justify why this occurred in your written assignment.

5. Use of constructive feedback: - After the case presentation, your “patient” will lead a debriefing session. The purpose of the debriefing session is to identify areas that went well, understand the rationale for selecting your evaluation/intervention approach, and problem-solving areas that have opportunity for growth.
6. Problem solving: - shift your preparations, in the event an alternate case must be assigned to you at the last minute. It is extremely common that you will be unable to see a patient in the hospital and be re-assigned patients prioritized for pending discharge.
7. Professionalism: - in context of patient care, maintain a professional demeanor even if your patient expresses frustration or becomes argumentative. Maintain a distraction-free environment, free of electronics or written notes.
8. Responsibility: equally contribute to preparation for your assigned case and share leadership of the hands-on evaluation and treatment plan
9. Critical Thinking: - objectively evaluate your performance in the debrief and written lab assignment.

This year, we will hold orthopedic labs the week of October 15 and med-surgical labs the week of November 12. To keep student: instructor ratios low (approximately 2:1), students will be assigned to one of four lab groups, and several acute care clinicians volunteer as lab instructors. In the event of schedule conflicts, it is each student's individual responsibility to arrange a swap with another student and to notify Dr. Smith by email. Due to the limited availability of both outside therapists and the nursing simulation space, there is no make-up for missing a lab, and you will forfeit the associated lab assignment.

Orthopedic Lab Assignment: - 8% of Grade

Use single-spaced type, one-inch margins, write a SOAP note for your case. Your INDIVIDUAL performance will be evaluated in this assignment. No collaboration is permitted.

1. Briefly overview the pertinent subjective considerations of the case. Include relevant history and medications, living environment, and chief complaints.
2. Summarize the relevant objective findings in ROM, strength, sensation, bed mobility, transfers, safety, gait, balance, along with how you addressed them during your treatment session.
3. Include three major problems/domains of movement dysfunction. Include in your problem list, the barriers to rehabilitation, potential to reach prior level of function, and recommendation for discharge.
4. Write one short-term goal per problem. Be sure to describe the Audience, Behavior, Conditions, and Degree of the expected/anticipated outcomes.
5. Establish at least one prescribed intervention for each short-term goal.

Your lab assignment will be due via Canvas/TurnItIn on 5pm, 7 days after your assigned simulation lab.

Medical-Surgical Lab Assignment - 8% of Grade

Use single-spaced type, one-inch margins, no less than 1 page, and no more than 2 pages. Your INDIVIDUAL performance will be evaluated in this assignment. No collaboration is permitted.

1. Briefly summarize the patient history, chief complaint, social circumstances, and medical diagnosis of your patient.
2. Describe three problems/activity limitations that you observed or measured during your session. What impairments in body structure/body function contribute to these activity limitations? How will these activity limitations potentially influence a discharge plan for this patient?
3. Identify a primary and a secondary physical therapy practice pattern for this patient.
4. Develop three short-term goals for the activity limitations you described above.
5. Describe an intervention to address each problem listed above.

Your lab assignment will be due via Canvas/TurnItIn on 5pm, 7 days after your assigned simulation lab.

Extra Credit

In addition to the 2% of extra credit offered through scheduled quizzes, an additional 2% will be extended during week 15 (Thanksgiving Week). This will be formatted as a homework video on Outcome Measures in Acute and Intensive Care, accompanied by an application test in Canvas. The extra credit assignment will become available on November 23 and close on December 1.

How Should I Study for this Class?

1. Use the study questions/guides to determine the most important aspects for unit content and reading assignments.

2. Read (and/or watch) recommended assignments before class. ***Take or review notes as you watch the videos.*** This will put you in a position to maximize the class discussions and problem-solving cases presented in lab, since different content/skills are covered in class.
3. Try to answer your Canvas-based quizzes without looking. Once you have taken the quiz on your own, you may refer to your notes to check your answers before you submit.
4. Come to scheduled classes and identify what we emphasize. Try to answer in-class quizzes as completely and thoughtfully as you can.
5. For each disease that we cover, absolutely know the underlying pathophysiology, signs and symptoms, and the **specific** implications these have on your clinical approach as a physical therapist.

And **most importantly**...

our goal, and the goal of this course, is to have you do well and enjoy learning. If you have any concerns or problems, please speak with us (the earlier in the course the better!) and we will come up with a way for you to make the most of this course.

Grading

Requirement	Due date	Points or % of final grade
Exam #1	Friday, Sept 13, 8-10am	18%
Exam #2	Friday October 11, 8-10 am	19%
Exam #3	Friday November 8, 8-10 am	19%
Exam #4 (Final)	TBD	19%
Homework and Friday quizzes	Multiple	9%
Lab assignment #1	October 11	8%
Lab assignment #2	November 23	8%

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

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

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>

Policy Related to Make up Exams or Other Work:

Student physical therapists who miss a class because of an emergency or excused absence should speak with the instructors to complete missed exams or assignments and with fellow SPT's to obtain class notes/hand-outs or to gain information about lab activities.

Due to the limited availability of the nursing simulation space, there is no opportunity to make-up the handling labs, and students will receive a 0 for the lab assignment. Lab assignments are graded on a 10-point rubric. One point will be deducted for each day the lab is turned in late.

Policy Related to Required Class Attendance

PHYSICAL THERAPY PROGRAM POLICIES FOR ALL COURSES

The DPT program is provided in a professional environment to foster the development of the professional-in-training. Every class and laboratory is important to facilitate development, and therefore attendance is expected for the scheduled didactic and clinical education experiences. The faculty recognizes that emergencies and appointments may arise, when the student cannot attend class.

In the event of an absence for any reason, the student will be held responsible for any content, clinical experiences, other learning experiences, quizzes, exams, competencies and/or practical exams. It is expected that the student will contact the specific instructor to determine if the opportunity exists to reschedule these obligations. Each instructor will address specifics for their course material and expectations for completion of course requirements in their course syllabus.

Attendance:

As adult learners, SPT's must decide how to best use their time to learn the course content. While attendance in this course is not expressly mandatory, we strongly encourage students to attend and actively participate in every session. No make-up classes or labs will be offered. On several Fridays, master clinicians have restructured their busy clinic schedule in order to teach this class. Therefore, excessive tardiness or absenteeism for guest instructors (more than twice) may result in a professionalism warning. Students should inform the instructor of planned absences for guest instructors at least two days in advance. Per department policy, students must notify the department by phone (273-6085) in the event of an emergency or other unexpected absence.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are **required** to silence or turn off cell phones or similar devices during class time as professional respect for faculty, guest speakers, and peers. Email is the official communication of the University of Florida, and all class announcements will be made through email. Students shall use their UFL e-mail address for use with academic coursework and responsibilities. Students are permitted to use tablets or personal laptops for note taking or other class activities designated by the professor, but the course instructor reserves the right to prohibit laptop use privileges at times during class. Students shall lose laptop privileges if the use of electronic devices becomes disruptive to classmates or is unrelated to course objectives. Students may not take, post, or distribute photos, audio or video recordings of course activities or any course materials or exams, without the written authorization of the instructor. Please conduct any written requests via email, so that guest lecturers can be notified, if needed.

This course can be failed in any one of the following three ways:

- 1) Your final grade point average is below 70.
- 2) You cheat.
- 3) Your behavior is unbecoming of a professional physical therapist.

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 DPT Student Handbook and is exemplified by:

1. attendance to 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 other attributes as described on Professional Behaviors and Student Responsibilities in the Student manual.
10. Device Use – student physical therapists are permitted to use electronic devices for this class. Electronic devices will be prohibited if use becomes disruptive to your instructor or classmates, or if you are using your laptop for activities unrelated to the ongoing class. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects.
11. Eating during class: Unless there is a medical reason, eating is not permitted during class times, including quizzes and exams, lectures, and labs. If you feel unwell and need to eat something, please wait until break or step out of class. Drinking during class is allowed.

Punctuality is important in both the clinic and classroom. SPTs 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 after the starting 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 will occur.

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>

Unless specified otherwise in writing, all assignments, quizzes, and exams are to be completed independently. This means that collaboration with or assistance from any other person on assignments, quizzes or exams will be considered an Honor Code violation and referred to the Dean of Students office. The UF Honor Code specifies that it is the responsibility of the student to obtain clarification, if they have any questions about the nature of any assignment. Please do not hesitate to ask your instructors for guidance.

In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in complying with the University of Florida Rules – 6CI-4.017 Student Affairs: Academic Honesty Guidelines. Academic misconduct refers to dishonesty, knowingly furnishing false information to the University, plagiarism (e.g., presenting the ideas of someone else or the writing of someone else as one’s own work), or cheating of any kind. All exams, quizzes, and written assignments are to be completed independently by each student.

*Further details regarding UF's honesty policy are available in the DPT Handbook, and on the Dean of Students' website: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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. Evaluations of PHT6302C are used to make improvements for future years. 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, 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 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.

Inclusive Learning Environment

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." We are committed to fostering an open and inclusive classroom and laboratory environment in PHT6302C, where every student, guest instructor, and contributor feels valued. 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

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 the Alachua County Crisis Center at (352) 264-6789 or <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.