

## PHT 6762C: Neurorehabilitation II (2 credits)

Spring: 2021  
Delivery Format: Hy-Flex  
Course Website or E-Learning (*Canvas*)

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Secondary Instructor: Alison Kraus, PT, DPT  
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Office Hours: Immediately after class for short questions, Tuesdays virtually on zoom from 11am-noon or by appointment; if more time is needed

Teaching Assistants: Tinu Olarewaju  
Preferred Course Communications (e.g. email, phone): email or by phone/virtual appointment  
Material and Course Fees: \$1.00

### Prerequisites

Course participation is limited to entry-level DPT students who have successfully completed their previous three semesters of study

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## Purpose and Outcome

### Course Overview

This course will provide the knowledge, framework, and role of physical therapy in the treatment and management of neurodegenerative diseases and disorders that are common to clients evaluated and treated by physical therapists. From a medical perspective, information will include disease epidemiology, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, prognosis and precautions and/or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be presented and utilized in class discussions and in clinical reasoning activities for provided patient cases. The role of the physical therapist will be addressed across treatment environments and across the time course or progression of the disease (acute through chronic).

### **Relation to Program Outcomes**

This course prepares the learner to provide patient-centered, holistic care to individuals with neurodegenerative disorders. The UF Department of Physical Therapy curricular outcome goals are to graduate students prepared to be health care professionals in physical therapy ready for evolving practice, complex clinical reasoning, experts in movement, exercise and activity prescription. Course materials and learning outcomes are designed to meet these goals by first building upon foundational principles introduced in Neuroscience, Anatomy, Exercise Physiology, Cardiopulmonary, and Pathology. Clinical reasoning and evidenced based practice are incorporated into active learning activities drawing on previous knowledge of neurologic disorders from Neuroscience and Neurorehabilitation I, including current clinical models, and models of adaptive and maladaptive neuroplasticity. The cornerstone of this course is a clinical problem-solving approach that will enable the learner to take on the role of a physical therapist to effectively examine, evaluate, analyze, draw conclusions, and make decisions regarding prognosis, establishing an appropriate plan of care and introduction to intervention. Particular importance is placed upon the promotion of quality of life as one faces neurologic injury, and the critical role that a physical therapist can play in providing prevention and intervention strategies that affect quality of life across the lifespan.

### **Course Objectives and/or Goals:**

Upon successful completion of this course the student will meet the following objectives (using either a case study or real live individual) for persons with neurodegenerative and movement disorders including but not limited to the following diseases: Parkinson's Disease, Multiple Sclerosis, Cerebellar degeneration, AIDP/CIDP, Huntington's Disease, ALS, Central and Peripheral Vestibular disorders, Myasthenia Gravis, Post-Polio.

1. Identify clinical signs and symptoms, and patient presentation associated with neurodegenerative diseases and movement disorders utilizing observation, subjective and objective materials collected during a physical therapy examination.
  - 1.1 Conduct a comprehensive subjective interview (which would include primary complaints, medical history, chronic health problems and comorbidities, pain, patient goals) while also considering patient's point of view, cognitive, and emotional components, as well as student-patient interaction.
  - 1.2 Accurately differentiate between neurological diseases presented in this course based on data gathered from patient presentation, subjective history, objective test and measures, observations, and assessments.
2. Given disease specific outcome measures associated with best practice for monitoring baseline, maintenance and chronicity of the neurodegenerative and movement disorders, select and interpret appropriate tests, measures, and outcomes based on patient presentation, etiology and epidemiology of neurological disease, stage of disease, environmental and personal factors, and best supportive evidence.
  - 2.1 Select, and competently administer tests and measures appropriate to the patient's age, diagnosis and health status including, but not limited to, those that assess: Motor function, Somatosensory, Pain, Functional Mobility, Gait, and Balance.
  - 2.2 Interpret tests and measures and provide appropriate education regarding outcome to the patient and caregiver considering use in plan of care, patient and caregiver rapport, motivation, as well as student-patient interaction.
3. Utilizing either provided or collected patient case or real live individual examination data, interpret and prioritize physical therapy examination results utilizing ICF domains including identifying contextual, environmental, and personal factors that may inform physical therapy diagnosis, intervention, plan of care, need for re-examination and future participation level for patients with neurodegenerative and/or movement disorders.

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- 3.1 Evaluate data from physical therapy examination (including but not limited to patient history, health record, systems review, chronicity and tests and measures) to make clinical judgements and apply to patient case or individual for prescription of intervention, plan of care and therapeutic goals.
- 3.2 Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments, functional status and participation.
  
4. Utilizing either provided or collected patient case or real live individual examination data, provide a physical therapy diagnosis and rehabilitation prognosis of a patient with neurodegenerative and/or movement disorders incorporating best available scientific evidence, medical management and treatment plan.
  - 4.1 Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.
  - 4.2 Formulate patient-centered education on physical therapy diagnosis and rehabilitation prognosis considering patient and caregiver goals, clinical reasoning, and physical therapy evaluation.
  
5. Utilizing either provided or collected patient case or real live individual examination data, formulate realistic and acceptable therapeutic goals that are patient centered, consistent with the needs and goals of the patient/client and other interested parties that are consistent with examination findings, disease chronicity, co-morbidities, PT diagnosis, motor learning principles, and best scientific evidence for patients with neurodegenerative and/or movement disorders.
  - 5.1 Complete accurate documentation related to guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies following physical therapy examination and evaluation of a patient with a neurodegenerative disease.
  - 5.2 Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients/clients, family members, payors, other professionals and other appropriate individuals.
  - 5.3 Identify a discontinuation of episode of care plan, utilizing lecture materials that optimizes success for the patient in moving along the continuum of care.
  - 5.4 Given lecture material and patient cases, identify best ways to monitor and adjust the plan of care in response to patient/client status, disease chronicity, patient/client educational needs, and concern for long-term wellness.
  
6. Utilizing either provided or collected patient case or real live individual examination data, provide and prioritize skilled patient centered intervention based on the physical therapist examination and diagnostic process including best available evidence, participation, overall health and wellness, and patient quality of life for patients with neurodegenerative and/or movement disorders.
  - 6.1 Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include: Motor function training, sensorimotor integration, pain and range of motion modulation, therapeutic exercise and management of the delivery and plan of care that is consistent.
  - 6.2 Identify physical therapy interventions to achieve patient/client goals and outcomes including assistive technology as appropriate.
  - 6.3 Identify need for referral to other appropriate health care practitioner or when to initiate physical therapy interventions to achieve patient/client goals and outcomes. Interventions identified may include: Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life.
  - 6.4 Competently identify need, education, and ability to screen (patient cases or individual real life patients) for physical therapy services that address primary, secondary and tertiary prevention, health promotion, and wellness for individuals, groups, and communities.

**Instructional Methods**

Real cases will be presented to provide the opportunity for you to develop effective clinical problem solving and decision-making skills when working with individuals with neurologic problems. Lectures, videos, interactive

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methods, presentations, group problem solving and discussion will all be utilized in this course. Individuals with neurologic disorders will be invited into the virtual classroom to allow you experience performing an examination and synthesizing evaluation findings.

You will have the opportunity to complete clinical reasoning and treatment application in groups during lab activities and in person lab sessions. Assignments in this course will allow for individual and group synthesis of material and feedback on topic understanding.

Following the quizzes and tests, a discussion will take place to address any questions about the reading material, and engage in additional critical evaluation of assigned readings and supplemented by presentations by clinical experts and guest lecturers.

**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, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my 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 both the online and the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**Description of Course Content**

**Topical Outline/Course Schedule**

Day	Date	Time	Location	Lecture/Lab	Prep for class	Quizzes/Assignments
Mon	11-Jan	1-3pm	Online	Intro to neuromuscular disorders and clinical reasoning & PD	Intro video to class	Intro Quiz due by 1pm
Thurs	14-Jan	1-4pm	Online	Parkinson's Disease & Patient panel	PD Path video	PD Quiz due by 1pm

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Mon	18-Jan	No Class	No Class	No Class MLK		Patient Panel Assignment due by 1/16 at midnight
Thurs	21-Jan	1-4pm(most likely 2, 1.5 hour sessions) TBA	Online	Multiple Sclerosis	MS Path video	MS Quiz due by 1pm
Fri	22-Jan	1-3pm	Online	Cerebellar Degeneration and Huntington's Disease		Cerebellar Quiz due by 1pm
Mon	25-Jan	1-4pm	Online	MS and Patient Experience Presentation	Interdisciplinary tx for MS	
Thurs	28-Jan	(1-3) and (3-5)	HPNP	In-person lab; 1-3pm (Lab A, B, C) 3-5pm (Lab D, E, F)		Neurodegenerative exercise competency
Mon	1-Feb	1-3pm	Online	Glioblastoma and Seizures and Central Vestibular	Seizure Path	
Thurs	4-Feb	1-3pm	Online	Exam 1 Review; GBS/CIDP/MG and ALS	ALS Path	Exam 1 open from 1/31 at 8am due by midnight 2/3
Mon	8-Feb	1-3pm	Online	Peripheral Vestibular Disorders/BPPV	Peripheral Vestibular Anatomy	GBS Quiz due by 1pm
Thurs	11-Feb	2-5pm	CLC	In-person vestibular lab; lab D, E, F		Vestibular Quiz by 1pm; Vestibular competency
Mon	15-Feb	1-3pm	Online	Review Comprehensive Case Study Post-polio	Polio Survivor Interview	Comprehensive Case Study Assignment Final due by 2/14 at midnight

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Thurs	18-Feb	2-5pm	CLC	In-person vestibular; Lab A, B, C	Vestibular competency
Mon	22-Feb	1-4pm; Groups TBA	Online	Online Patient experience (Telehealth simulation)	Patient experience assignment due by 3/5 at midnight
Thurs	25-Feb	Optional Exam 2 review at 12:30pm; 1-4pm; Groups TBA	Online	Online Patient experience (Telehealth simulation)	Exam 2 open 8am 2/21 Due by 2/24 at midnight

**Course Materials and Technology**

**Recommended texts:**

- *Umphred, D. A. (2013). Umphred's neurological rehabilitation. St. Louis, Mo: Elsevier/Mosby.*
- *O'Sullivan, S. B., & Schmitz, T. J. (2014). Physical rehabilitation (6<sup>th</sup> ed). Philadelphia, PA: F.A. Davis.*
- *Shumway-Cook, A., & Woollacott, M. H. (2017). Motor control: Translating research into clinical practice (5th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.*
- *Neuroscience: Fundamentals for Rehab, Lundy-Ekman, Elsevier, any edition*

• **Website:**

• **Please check the website daily.**

We will use Canvas found at <http://lss.at.ufl.edu/>. Lecture notes, assigned readings, announcements, grades, etc., will be located here.

• **Technology requirements:**

- There will be 5 quizzes that will require the use of laptop or other device able to connect online to the canvas website during class. It is highly encouraged to have a laptop or other device able to connect to the internet for all class sessions for interaction with course materials that will be posted on canvas.

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

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

**Academic Requirements and Grading**

**Canvas Course Site:** All Assessments will be housed in Canvas. Assignments and Quizzes will be posted in Canvas to be completed prior to specified due dates.

**Safeguards:** Quizzes and exams that are individually worth more than 15% of the total grade require a heightened sense of academic integrity and safeguards against dishonesty. Exams will be posted in Canvas and Honorlock proctoring will be required.

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**Exams:** Exams will be administered online asynchronously during a specific open-close window and must be taken before the final due date.

**Assignments**

1. Comprehensive case study (15% of final grade)
  - a. You will be assigned a patient case, and in pairs you will submit the following (may only work with partner, may not share information among other classmates):
    - a. Justification for the diagnosis and PT diagnosis, including appropriate signs and symptoms and examination findings.
    - b. Identification of tests, measures, and outcome measures you would use during your examination
    - c. Justification of stage of disease, rehabilitation prognosis and realistic and acceptable therapeutic goals.
    - d. Appropriate intervention reflective of rehabilitation prognosis, PT diagnosis, and therapeutic goals and support of best available scientific evidence
    - e. Establish appropriate plan of care and goals
2. Patient Experience assignment (10% of final grade)
  - a. Following an online/virtual or paper patient experience you will complete an examination/evaluation and submit the completed documentation (Based on provided outline) including plan of care and recommended home exercise program either as a group or individually based on instructor assignment. If you complete the examination in a pair or small group you will be expected to turn in a single submission for the pair or small group and if the examination is completed individually, an individual submission is required.
3. Patient Panel Assignment (5%)
  - a. Following an interactive discussion with community volunteers with Parkinson's disease you will provide a reflection on the discussion.
4. Quizzes (10% of final grade)
  - a. There will be a total of five knowledge based quizzes throughout the semester. Please see detailed course schedule for dates and times.
5. Participation/Professionalism (10% of final grade)
  - a. Your participation grade will be based on observation of your behaviors during clinical reasoning group activities, attendance, participation in PD exercise class, and overall professionalism demonstrated with your peers and instructors as outlined in the DPT handbook.

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**Grading**

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Midterm Exam	02/03/2021	25%
Final Exam	2/24/2021	20%
Quizzes x 5	See detailed schedule	15%
Participation/Professionalism	See detailed schedule	10%
Comprehensive Case Study	2/14/2021 @ midnight	15%
Patient Experience assignment	3/5/2021 by midnight	10%
Patient Panel Assignment	1/16/2021 by midnight	5%
Competencies	See detailed schedule	P/F

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

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

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

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

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Exam Policy

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

### Policy Related to Make up Exams or Other Work

- a. Policy Related to Make-up Quizzes, Assignments, and Exam: Quizzes, assignments and exams can only be made up with an excused absence. In extraordinary circumstances it may be possible to take an exam early or late. Please consult with the instructor if necessary. If for any reason you are unable to attend an exam at the last minute, you must notify the instructors as soon as possible. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.
- b. Policy Related to Unexcused Absences: Excerpt from the Student Handbook: *"Unexcused absence: No opportunity to take missed practical, assignments, quiz, exam. Instructors and teaching assistants are not obligated to teach material in class or lab to students with unexcused absences. All absences are assumed to be unexcused unless meeting below criteria: Illness, death in family, special circumstances (must be approved by Professionalism Committee and Instructors)"*

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

### Policy Related to Required Class Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Absence from class due to illness, isolation, or quarantine related to contracting, or high risk exposure to, the COVID-19 virus will be considered "excused". Consistent with UF and UFDPT policies, you will have opportunities to complete missed content including, but not limited to, in person skills laboratories, assignments, examinations and quizzes.

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## Student Expectations, Roles, and Opportunities for Input

### Expectations Regarding Course Behavior

Attendance is expected for all class sessions, labs, and examinations. Each student is allowed 1 unexcused absence, however quizzes, exams, assignments or practicals missed that day will not be allowed for make-up. In the case of a student missing more than one lecture/lab, the 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. Please also contact the instructor either by phone or email regarding unexpected absence. 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.

**Professional Behavior:**

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

1. attendance to all classes and labs
2. timeliness
3. attentiveness<sup>SEP</sup>
4. respectful and polite interaction with peers, instructors, and patients<sup>SEP</sup>
5. active learning as demonstrated by questions and discussion
6. active participation in lab activities<sup>SEP</sup>
7. responsibility shown for maintenance, organization, and cleanliness of lab equipment and facilities<sup>SEP</sup>
8. leads and/or contributes to lab preparation and clean-up, as requested<sup>SEP</sup>

Disregard of health and safety guidelines for the safe return to in-person classes will be considered a critical professionalism infraction – “behavior or communication that is illegal or endangers the welfare of the student, a patient, another student, TA, or faculty” (pg 37 Student handbook Class of 2022 or pg 41 Student handbook Class of 2023). Examples of this behavior include attending class while awaiting COVID19 test results, after high risk contact with a person or persons known to have COVID19, attending class while awaiting COVID19 test results, or attending class after a positive COVID19 test without being cleared by UF Screen, Test & Protect. There will be no opportunity to make up content missed as a result of a critical professional behavior infraction in this class. Sanctions shall include lowering of grade for assignment, quiz, exam, and/or overall course grade; sanctions from Professional Development Committee (i.e. oral or written reflection, observation and practice of affective skills in clinical setting, etc); referral to the Dean of Student’s Office; loss of eligibility for scholarships, trips (i.e. Nicaragua), awards, TA or leadership positions. A critical professional behavior infraction is grounds for dismissal from the program.

Commented [MDB1]: Insert for the appropriate class

Commented [MDB2]: Choose what is appropriate for your class

**Professionalism Expectations**

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 that each student receives and acknowledges reading/understanding upon beginning the DPT program. Professional behavior is expected at all times; including but not exclusively: during scheduled class, curricular and clinical activities, extracurricular professional events, community and clinical activities. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

- a. Furthermore, students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:
- b. <https://sccr.dso.ufl.edu/students/student-conduct-code/>
- c. <https://sccr.dso.ufl.edu/process/students-rights-responsibilities/>
- d. <http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>

Students may be referred to the Professional Development Committee if they exhibit behavior not in accordance to these standards/expectations.

**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, 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, scrubs or lab coat are needed if we are handling wet tissue specimens.

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

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

#### Communication Guidelines

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

*Netiquette Guidelines:*

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

#### Communication Guidelines

##### Academic Integrity

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

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

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

**“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

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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/>.

#### **On Campus Face-to-Face**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

#### **Online Synchronous Sessions:**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

#### **Policy Related to Guests Attending Class**

**Commented [V3]:** Required as of August 2020. Select appropriate one for your course.

**Commented [V4]:** Required as of August 2020 (if applicable)

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>

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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)

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