

PHT 6762C: Neurorehabilitation II (2 credits)

Spring: 2023

Delivery Format: Hy-Flex

Course Website or E-Learning (*Canvas*)

Instructor Name: Rachelle Studer-Byrnes, PT, DPT

Board Certified Clinical Neurologic Specialist in Physical Therapy

Secondary Instructor: Alison Kraus, PT, DPT

Board Certified Clinical Neurologic Specialist in Physical Therapy

Room Number: CLC

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TA: Oluwafemi Adegbemigun: adegbemigun.o@php.ufl.edu

Office Hours: Immediately after class for short questions, Mondays in-person 11:15-12:15pm or by appointment (zoom or in-person)

Teaching Assistants: Oluwafemi Adegbemigun

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

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, clinical reasoning activities and labs 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 findings to the patient and caregiver considering rapport and motivation; incorporating use into plan of care and patient overall wellness screen.

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.

- 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 considering 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 cases 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

methods, presentations, group problem solving and discussion will all be utilized in this course. Individuals with neurologic disorders will be invited into the classroom (virtually or in-person) 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	9-Jan	9:00-11:30am	CLC	Intro to neuromuscular disorders and clinical reasoning and		In-Class turn in eval assignment. Groups of 4 by End of Class.

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Thurs	12-Jan	8:15-11:15am	CLC	Parkinson's Disease	PD Path video (70 minutes) and Parkinsonism (30 minutes)	PD Quiz due 1/12 by 8:15am
Friday	13-Jan	8:30am-10:30am	Online	DBS (Pam Zeilman)		
Mon	16-Jan	No Class - MLK		No Class		
Thurs	19-Jan	8:15-11:15am	CLC	Parkinson's Disease		Patient Panel Assignment due by 1/16 at midnight
Mon	23-Jan	9:30-11:30am	CLC	Multiple Sclerosis	MS Path video (40minutes) Interdisciplinary tx for MS (70 minutes)	MS Quiz due 1/23 by 9:30 am
Thurs.	26-Jan	8:15-11:15am	CLC	Multiple Sclerosis and Cerebellar and Huntington's Disease	Cerebellar Path and Tx and HD path and Tx	Cerebellar Quiz due 1/26 by 8:15am
Fri	27-Jan	9:30-10:30	online	Optional Review for Exam 1		
Mon	30-Jan	8:30-11:30am	CLC	Exam 1		

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Thurs	2-Feb	9:15-11:15am	CLC	Central and Peripheral Vestibular Pathology	Peripheral Anatomy Review	Vestibular Quiz due 2/2 by 9:15am
Mon	6-Feb	8:30-11:30am	CLC	Peripheral Hypofunction and Central Vestibular Tx; BPPV Examination		Comprehensive Case Study Assignment Questions 1-3 due by 2/5 at midnight
Thurs	9-Feb	8:15-11:15am	CLC	BPPV Treatment and Cases		
Mon	13-Feb	8:00-12:00pm	CLC	Practicals		Comprehensive Case Study Assignment Final due by 2/12 at midnight
Thurs	16-Feb	9:15-11:15am	CLC	ALS and Seizures	ALS pathology lecture	
Friday	17-Feb	9:30-11am	CLC or online TBA	Review Comprehensive Case Study; Post-polio		
Mon	20-Feb	8:30-11:30am	CLC	GBS/CIDP/MG	GBS pathology lecture	GBS Quiz due by 8:30am
Thurs	23-Feb	8:30-11:30am	CLC	Exam 2		Can plan an optional review; TBA
Mon	27-Feb	8:00-12:00pm	CLC	Post-polio or PD telehealth simulation (Online Patient experience) (Subjective,		Patient experience assignment due by 2/28 at midnight

				movement analysis, HEP recommendation)		
Thurs	2-Mar	8:15-11:15am	CLC	Rescheduled on Friday 2/17		

Course Materials and Technology

Recommended texts:

- *Lazaro, R.T, Reina-Guerra, S.G., & Quiben,M.U. (2020). Umphred's neurological rehabilitation, Seventh Edition.. St. Louis, Mo: Elsevier.*
- *O'Sullivan, S. B., Schmitz, T. J., Fulk, G.D. (2019). Physical rehabilitation (7th 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 and 2 exams 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:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)

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 Respondus proctoring will be required along with in-person proctoring.

Exams: Exams will be administered on canvas synchronously during specified times and location as indicated on the course schedule.

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)

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- a. Your participation grade will be based on observation of your behaviors during clinical reasoning group activities, attendance, professional role as outlined by the APTA code of ethics and overall professionalism demonstrated with your peers and instructors as outlined in the DPT handbook.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Midterm Exam	01/30/2023	20%
Final Exam	2/23/2023	25%
Quizzes x 5	See detailed schedule	15%
Participation/Professionalism	See detailed schedule	10%
Comprehensive Case Study	Part 1: 2/5/2023 @ midnight Part 2: 2/12/2023 @ midnight	15%
Patient Experience assignment	2/28/2023 by midnight	10%
Patient Panel Assignment	1/16/2023 by midnight	5%
Competencies/Practicals	See detailed schedule	P/F

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

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

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

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.

Students in the physical therapy program must demonstrate competence in both academic and clinical components of the curriculum in order to progress. Academic competence is demonstrated through satisfactory performance in coursework, assignments, and practical exams. Students must pass all safety requirements on practical exams by 100% in order to progress and must score at least 80% on other requirements. If a student must repeat a practical exam for any reason, the highest grade the student may obtain for that exam is 80%. Students may repeat a practical only one time. If a student does not pass on the second attempt, the student must appeal to the Department Progressions Committee for a third chance. Failure on a third chance, if granted, will result in an "E" for the course. A student, who repeatedly fails practical exams on the first attempt in one or more courses, will be referred to the DPT Program Director for academic advising and a plan of remediation.

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.

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.

Communication Guidelines

Communication is essential in healthcare and as a healthcare practitioner. Please consider the impact of communication and importance of using professional communication with peers, patients, professors, and all university staff.

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

Netiquette Guidelines:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

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^[1]_{SEP}
4. respectful and polite interaction with peers, instructors, and patients^[1]_{SEP}
5. active learning as demonstrated by questions and discussion

6. active participation in lab activities^[11]_[SEP]
7. responsibility shown for maintenance, organization, and cleanliness of lab equipment and facilities^[11]_[SEP]
8. leads and/or contributes to lab preparation and clean-up, as requested^[11]_[SEP]

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.

Disregard of health and safety guidelines needed to continue safe 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 symptomatic, 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.

Professionalism and On Campus Face-to-Face

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to the populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

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.-

Face coverings are welcome during class and within buildings. Please honor any requests from peers, faculty, staff, and members of the public for you to wear a mask when you are interacting with them. If someone is wearing a mask, please ask if they prefer that you wear one too. Respect for the rights and dignity of individuals is the first principle of our professional code of ethics and a core value of the DPT program.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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.

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.***

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/>.

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>

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.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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
