

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHT 6770: Musculoskeletal Disorders I (2 credit hours)**

Semester: Summer 2023

Location: Building – Clinical Learning Center

Time: **Tuesday**, 2:30 – 4:30

**Thursday**, 2:30-4:30

Delivery Format: Blended learning with online lectures; in person lab

Course hosted on Canvas in e-Learning: <https://lss.at.ufl.edu/>

**Course Co-Instructors:**

Joel Bialosky PT, PhD,

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Phone: (352) 733-1162 Office: CLC Office Hours: By appointment

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Phone: (352) 273-6114 Office HPNP Room 1138 Office Hours: By appointment

Preferred course communication: e- mail

**Teaching Assistants OSMI Residency Program**

Colten Haack PT, DPT (OSMI Sports Residency) Email Address: [cha0001@shands.ufl.edu](mailto:cha0001@shands.ufl.edu)

John Cicciaro PT, DPT (OSMI Sports Residency) Email Address: [jjc0001@shands.ufl.edu](mailto:jjc0001@shands.ufl.edu)

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**Prerequisites**

PHT 6187C, 6206C, 6605C, 6188C, 6189C, 6207C, 6152C

**PURPOSE AND OUTCOME**

**Course Overview**

This course will provide the student with an understanding of techniques and rationale used in the examination, evaluation and treatment of lower extremity musculoskeletal dysfunction. Examination and treatment techniques will be demonstrated and practiced in laboratory sessions. Clinical problem-solving processes will be discussed and practiced in class. Content provided in previous courses and in concurrent courses will be incorporated.

**Relation to Program Outcomes**

The primary goal of the entry-level DPT program is to prepare entry-level students/graduates to become practitioners of collaborative, interdisciplinary, evidence-based practice and meet the dynamic needs of physical therapy healthcare consumers; with an expected outcome being that students/graduates will be independent problem-solvers and critical thinkers ([UF DPT Student Handbook](#)).

**Course Objectives**

Upon completion of the course, the student will be able to:

**Goal 1: Understand foundational concepts guiding the physical therapy management of patients with musculoskeletal pain complaints**

Objective 1.1	Compare and contrast different diagnostic strategies as well as the pros and cons of each
Objective 1.2	Describe Maitland’s constructs of severity, irritability, nature, and stage
Objective 1.3	Distinguish between biomedical and physical therapy diagnoses
Objective 1.4	Describe the phases of rehabilitation including the characteristic findings of

- each phase  
Objective 1.5 Compose concise, organized, and objective documentation of a patient encounter

**Goals 2: Understand and perform a musculoskeletal examination and evaluation for a patient with a lower extremity joint complaint**

- Objective 2.1 Differentiate signs and symptoms necessitating referral to another healthcare provider and when patient presentations are appropriate for physical therapy management
- Objective 2.2 Judge when treatment needs to be modified due to psychological factors
- Objective 2.3 Describe the mechanisms and symptoms of common injuries of lower extremity musculoskeletal disorders
- Objective 2.4 Perform a comprehensive musculoskeletal history for a patient with a lower extremity injury
- Objective 2.5 Hypothesize a differential diagnosis list based on subjective and objective examination/ evaluation findings
- Objective 2.6 Differentiate key impairments, functional problems, and desired outcomes based on the ICF model
- Objective 2.7 Perform accurate musculoskeletal examination techniques including testing of functional movement, joint motion, muscular strength and endurance, muscle flexibility and ligamentous integrity using selective tissue tension and differential diagnosis principles
- Objective 2.8 Modify examination techniques based on patient characteristics, limitations and presentation. Use constructs of severity, irritability, nature and stage determined from subjective history to modify examination and treatment choices.
- Objective 2.9 Appraise results of basic and advanced components of lower extremity musculoskeletal examination to rule in and/or rule out your differential diagnoses
- Objective 2.10 Construct a biomedical and physical therapy diagnosis for a patient
- Objective 2.11 Judge a patient prognosis based on diagnosis, patient characteristics, history, and examination findings
- Objective 2.12 Choose the phase of rehabilitation based on patient history and examination findings
- Objective 2.13 Choose measurable, functional, and realistic goals of treatment that specify expected treatment frequency and duration
- Objective 2.14 Create a treatment plan for patients with lower extremity repetitive strain injuries. Apply knowledge of psychological factors, bone and soft tissue repair, and key impairments

**Goal 3: Understand and perform treatment for a patient with a lower extremity complaint**

- Objective 3.1 Explain treatment options for each phase of rehabilitation
- Objective 3.2 Develop appropriate intervention choices based on key examination and evaluation findings
- Objective 3.3 Identify treatment alternatives and modify treatments for individual patient circumstances
- Objective 3.4 Defend choices of interventions and dosage matched to examination and evaluation findings as well as patient- specific goals, expectations based on prognosis and current evidence
- Objective 3.5 Modify treatment based on key psychological factors
- Objective 3.6 Demonstrate skill in the application of orthopedic treatment techniques including education, joint and soft tissue mobilization, specific therapeutic exercise, and functional training
- Objective 3.7 Demonstrate the ability to instruct patients in appropriate exercise technique
- Objective 3.8 Modify treatment plans consistent with re-evaluative findings
- Objective 3.9 Explain intervention progression over an episode of care

**Goal 4: Demonstrate professional behavior**

Objective 4.1	Describe the importance of individuality and dignity of the patients
Objective 4.2	Master safe and ethical practice that minimizes risk to the patient and therapist
Objective 4.3	Explain the need to collaborate with patients, family members, payers, and other professionals in determining treatment and realistic goals of treatment
Objective 4.4	Discuss when and how to delegate responsibilities to the patient, support staff, and other professions
Objective 4.5	Summarize awareness of considerations for clinical practice (e.g. time management, incorporation of evidence into practice, impact of health care systems and financial resources on treatment plans
Objective 4.6	Master professional behaviors introduced in Professional Issues I including but not limited to punctuality, respect for peers and patients, acceptance of feedback, appropriate use of technology for learning purposes, flexibility and adaptability and responsibility for learning and professional growth

### Instructional Methods

The course instructor will utilize the following techniques: lecture, laboratory, focused pre-class readings and videos, class discussion, audience polling, and discussion board sessions, clinical observation, and guided case studies. The teaching philosophy for this course will be focused on the Socratic Method (i.e., cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and draw out ideas and underlying presumptions). Active student participation is vital for the success of this class.

### 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. 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 (e.g., voiceover PowerPoint lectures, online videos, class readings). This preparation gives you the knowledge or practice needed to engage in higher levels of learning during 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 live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

## DESCRIPTION OF COURSE CONTENT

### Course Schedule/Topic Outline

	Date	Time	Topic
Week 1	Tuesday May 16	2:30-4:30	Introductions/Syllabus review Differential Diagnosis/PT Diagnosis Principles of Rehabilitation

	Thursday May 18	2:30-4:30	Phases of Rehab SINS Selective tissue tension examination principles
Week 2	Tuesday May 23	2:30-4:30	Repetitive Strain vs Trauma Tissue healing principles
	Thursday May 25	2:30-4:30	Foot and ankle assessment -biomechanical Foot and ankle assessment- non- traumatic
Week 3	Tuesday May 30	2:30-4:30	Foot and ankle assessment- traumatic
	Thursday June 1	2:30-4:30	Foot and ankle functional assessment/ intervention
Week 4	Tuesday June 6	2:30-4:30	Foot and ankle functional assessment/ intervention Surgical management
	Thursday June 8	2:30-4:30	Foot and ankle paper case study/ Foot and ankle competency
Week 5	Tuesday June 13	2:30-4:30	Exam 1
	Thursday June 15	2:30-4:30	Knee assessment -biomechanical
Week 6	Tuesday June 20	2:30-4:30	Susan Tillman PFP management
	Thursday June 22	2:30-4:30	Knee assessment -Trauma

Week 7	Tuesday June 27	2:30-4:30	Knee intervention – post trauma & surgery
	Thursday June 29	2:30-4:30	Knee competency/ Knee case study
Week 8	Tuesday July 4	2:30-4:30	No Class (Holiday)
	Thursday July 6	2:30-4:30	Knee Exam
Week 9	Tuesday July 11	2:30-4:30	Hip Classification
	Thursday July 13	2:30-4:30	Hip Classification
Week 10	Tuesday July 18	2:30-4:30	Hip Case Studies/ Hip Competency
	Thursday July 20	2:30-4:30	Hip Intervention
Week 11	Tuesday July 25	2:30-4:30	Lower Extremity Exercise
	Thursday July 27	2:30-4:30	Practicals

Week 12	Tuesday August 1	2:30-4:30	Practicals
	Thursday August 3	2:30-4:30	Hip Exam

Topic order is subject to change and will be announced in class

### Course Materials and Technology

- **Recommended**
  - Dunleavy & Slowik, Therapeutic Exercise Prescription. 2019
- **Optional Textbooks:**
  - Dutton, Orthopaedic Examination, Evaluation and Intervention
  - Kisner & Colby, Therapeutic Exercise: Foundations and Techniques
- Supplemental reading material is provided to enhance overall learning experiences.
- The course instructor will assign required journal articles for lecture and discussion board material.
- Mobile devices or laptop computers will be required for audience polling during class.
- 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>

### 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.](#)

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

**Quizzes:** Nine quizzes worth 5 points each will be given during the semester. Quizzes will be weighted at 10% of your final grade.

**Exams:** Three exams will be given during the semester. Students receiving a grade of "C" or less on an exam should schedule an appointment to meet with the primary instructor. Students will be able to review their exams with the answer key the week following return of the exams. Questions missed by the majority of the students will be discussed in class. Students wishing to discuss exam questions should schedule individual appointments. Exams will be weighted as 40% of your final grade.

**Competencies:** Three competencies will to assess proficiency in the application of techniques. Students will be given one opportunity to retake the competency and have 20% deducted from their grade for the specific competency if the first attempt is unsatisfactory. Students may also be given additional assignments and practice requirements to ensure proficiency. Competencies will be weighted as 20% of your final grade.

**Practical Examination:** One practical examinations will assess problem-solving skills in examination, evaluation and the formulation of an intervention for a clinical case. Practical examinations must be passed as indicated by a minimum score of 7 out of 11 items at level 3 of the provided rubric and no items scored at level 1 of the provided rubric. Students not meeting the criteria for passing will have a 20% deduction from the specific practical and will be provided one opportunity to retake the practical examination. Students must successfully pass the practical examination within two attempts in order to pass the course. The practical examination will be weighted as 30% of your final grade.

**Equal Access Clinic:** Equal Access Clinic sessions provides a unique experience to apply the material from this course in a supervised and low stress environment prior to having to apply the material clinically during your first full time internship. You are expected to attend Equal Access Clinic twice during the semester for this class and fulfilling this requirement is necessary for successfully passing this course. This requirement may be fulfilled with either telehealth or in person patient sessions. A short description of the patient diagnosis and application of principles from class content will be submitted on canvas without any identifying information.

Requirement	Due Date	Potential Points	Percent of Final Grade
Quizzes	N/A	45	10%
Competency (Foot and ankle)	June 8	10	20%
Competency (Knee)	June 29	10	
Competency (Hip)	July 18	10	
Practical	July 27 OR Aug 1	20	30%
Exam 1 (Background and foot and ankle)	June 13	35	40%
Exam 2 (Knee)	July 6	30	
Exam 3 (Hip)	Aug 3	30	
EAC	End of semester	Required (P/F)	0%
		190 (Total Possible Points)	100% (Total)

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

Please be aware that a C- is not an acceptable grade for graduate students. GPA for graduate students must be (3.0) in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if sufficient numbers of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C	D	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.0	1.0	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>

### **Exam Policy**

Multiple assessment methods are used to allow students multiple opportunities to display application of their knowledge in this class. Written quizzes (n=12) and exams (n = 2) will incorporate multiple choice questions. Competencies (n=3) will assess the application of manual assessment skills. Practicals will assess problem-solving skills in examination, evaluation and the formulation of an intervention for a clinical case. A standard rubric is used for each practical to ensure consistent assessment methods are used. In general, all assessments for this class are designed to closely match the previously listed course objectives.

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

Students who miss a class because of an emergency or excused absence should make arrangements with the instructors to complete missed exams or assignments and with fellow students to obtain class notes/hand-outs or to gain information about lab activities. If the absence was unexcused, no opportunity will be given to complete the missed exams or assignments. Personal issues related to fulfillment of course requirements will be handled on an individual basis. Missed assignments will be handled on an individual basis depending on extenuating circumstances and will result in a 10% reduction in the grade if submission is allowed by the instructors.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

Students are expected to attend all class meetings Please alert Drs. Bialosky, and Dunleavy if an emergency prevents you from attending a class meeting. Class roll may be taken at the instructor's discretion.

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

You may request ONE absence a semester for situations not related to illness, family emergency, or other events outside your control. Requests for a single absence not related to illness, family emergency, or other events outside your control should be made prior to making plans to miss class with Drs. Bialosky and Dunleavy no later than 2 weeks before the class and will be determined on a case by case basis. A single approved absences unrelated to illness, family emergency, or other events outside your control will not result in forfeiture of any points for assignments/ quizzes missed but these assignments and quizzes need to be completed as scheduled by the posted deadline. Competencies, practicals, and written exams will not be rescheduled for individual students. Unexcused absences will result in forfeit of points for assignments/quizzes/ and/or exams on the scheduled day. If a class meeting is missed (excused or unexcused), it is your responsibility to obtain the material and instructors are not obligated to meet outside of class to review lecture or lab material.

### **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. 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.phhp.ufl.edu/services/resourceguide/getstarted.htm>



### **Professionalism Expectations**

Students will be expected to attend all classes, complete required reading assignments before class (if posted), actively participate in class discussions, and demonstrate professional behavior at all times including acceptance of feedback and working towards improvements in skills. Laptops may be used in class only for taking notes, viewing slides, or accessing course assigned materials. Recording of class lectures requires pre-approval from lead instructor on day of class.

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. All students must attain developmentally appropriate levels of professionalism while in the University of Florida's Doctor of Physical Therapy Program. Professionalism will be determined by observation of behaviors in classroom and lab settings. Additional feedback will be provided by peers, instructors, and teaching assistants. Additional information regarding Professionalism is provided in the University of Florida, Department of Physical Therapy Student Handbook (that each student receives and acknowledges reading/understanding upon beginning the DPT program) and that can be accessed at: <http://pt.php.ufl.edu/dpt-program/current-students/>

*Key professionalism areas emphasized in this class: responsibility, communication, and critical thinking.*

*Lab Set-up and Clean-up: Everyone is responsible for the clean-up of their own space and equipment, however, students will be assigned to return tables to an orderly arrangement on a rotating basis. Absence from a set-up or clean-up assignment without an excuse will result in a loss of professional behavior points.*

*Laboratory Activities: In order to expose bony landmarks etc. for visual orientation and palpation, students must have the proper laboratory attire as outlined in the student handbook. Nails must be trimmed short for palpation (for your lab partner's safety). Students are expected to be active participants in laboratory activities and maintain professional conduct. All instances of improper attire or unprofessional conduct will be documented in the students' professional development file.*

### **Communication Guidelines**

The preferred method of communication between students, course instructor, and teaching assistants outside of class is UF email. Students are expected to demonstrate professionalism during communication with instructor, teaching assistants, and other students. Failure to do so may result in referral to department professionalism committee.

### **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.

**All projects and tests are to be completed independently unless otherwise specified. This means that collaboration with or assistance from any other person (including students from this class or other classes) on projects or tests will be considered a violation of the UF Honor Code and referred to the Dean of Students office.**

### **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/>

### **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.

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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.

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

*Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow [ldiekow@ufsa.ufl.edu](mailto:ldiekow@ufsa.ufl.edu), is highly encouraged.*

### **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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