

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHT 6190C: Therapeutic Exercise II/ Motor Control II (3 credits)**  
**Musculoskeletal and Neurologic Intervention 6-week modules (2 sections)**  
 Summer: 2023

Delivery Format: Online, self-guided study, group discussions, in-person labs  
 Course Website: E-learning (2 Canvas sites; module specific)

**Instructors (Neuro):**

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**Secondary Instructors (Neuro)**

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**Teaching Assistants:**

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**Course times (Neuro):**

Summer 2023; Tuesday 10:30-12:30pm (Synchronous online; In-person CLC), Wednesday 8:30 -10:30am  
 or 10:00-12:00 (In-person Lab CLC)  
 Labs A (5/15-6/23), Lab B (6/26 – 8/4)

**Course times (MSK):**

Summer 2023 Tuesday 1-2 CLC In-person (optional exercise sessions), Wednesday 10-12 (Synchronous  
 online), 1,30-3:30 Lab CLC, Patient sessions EAC Thursday scheduled by Group  
 Lab B (5/16-6/23), Lab A (6/26-8/4)

**Course contact (Neuro):** Rachelle Studer-Byrnes [rstuder@phhp.ufl.edu](mailto:rstuder@phhp.ufl.edu)

**Course contact (MSK):** Kim Dunleavy [kdunleavy@phhp.ufl.edu](mailto:kdunleavy@phhp.ufl.edu)

**Office Hours:** By appointment and posted office hours on canvas course site

**Course Prerequisites:** Course participation is limited to entry-level DPT students in their second year of the UF program who have successfully completed their first year of coursework.

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**Course Overview:**

The goal of this course is to synthesize foundational concepts, frameworks, and basic science coursework to create comprehensive therapeutic exercise interventions for patients with diagnoses across all systems and with multi-system involvement. Emphasis on utilizing the ICF model of enablement and the task oriented conceptual framework for intervention will be employed as frameworks for evaluating movement dysfunction and for developing intervention plans through discussion, hands on skill development and experiential learning opportunities. The musculoskeletal module will review diagnoses introduced in Musculoskeletal I and II and introduce additional co-morbidities and complexity and how to apply concepts to select, modify, and progress therapeutic exercise interventions.

**Relation to Program Outcomes:**

Students will build from, and apply previous content and skills learned in prerequisite courses. Emphasis is placed on clinical reasoning to develop concepts to: 1) identify and prioritize key impairments and functional difficulties, 2) conduct appropriate examination and exercise testing, 3) design and implement an appropriate treatment program, 4) modify exercises and treatment plans, progressing exercise within sessions and through phases of rehab, and 5) evaluate outcomes. Students will apply theoretical constructs and clinical reasoning techniques to develop higher level clinical judgement. While this class will build from previous content, the class will emphasize exercise progression to allow the patient to achieve their individualized maximum recovery, and provide opportunities for students to solidify understanding using comparisons and justification of choices.

**Course Objectives:**

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

1. Integrate previously attained foundational and clinical skills for patient management: examination, treatment prioritization, prognosis, goals of care and exercise selection, modification and prescription across PT diagnoses. (multiple diagnoses, systems and levels of complexity)
  - a. Articulate and apply the ICF model when choosing goals, outcome measurements, and intervention techniques.
  - b. Apply knowledge of anatomy, biomechanics, tissue healing, neuroplasticity, exercise physiology, disease pathology, injury mechanisms and motor learning concepts for appropriate exercise and exercise parameter selection.
2. Develop and expand skills introduced in earlier courses to refine exercise choice, instruction, modification, progression, and evaluation of outcomes across multiple diagnoses and levels of complexity.
  - a. Use subjective examination findings to inform appropriate choice of examination and exercise testing.
  - b. Adapt communication strategies for appropriate instruction, feedback, and motivation.
  - c. Select, modify, and adjust exercise techniques to meet patient goals including appropriate dosage and parameters.
  - d. Prioritize and progress exercise choices based on phase of recovery, individual response to exercise and functional requirements.
  - e. Evaluate and adjust exercise choices, parameters, performance, progression and assessment across the continuum of plan of care.
3. Apply, analyze and evaluate exercise instructions, adjustment and progression.
  - a. Apply motor learning and teaching principles to teach, adjust, and promote improvements in performance and retention.
  - b. Select and apply appropriate methods to enhance sensory and proprioceptive input to improve motor activation and coordination.
  - c. Apply principles of cognitive behavioral techniques, motivational interviewing, goal setting and psychologically informed practice for delivery, goal setting, and progression if appropriate

- d. Identify movement compensations and adjust exercise dosage, instructions, feedback to improve efficiency and coordination of movement.
4. Synthesize concepts for clinical reasoning processes to develop a prognosis, physical therapy diagnosis, exercise treatment plan and evaluate outcomes including:
    - a. Relative severity, irritability, nature, and stage (SINS)
    - b. Precautions and contraindications consistently for a variety of patient diagnoses, ages, medical and surgical management, stages of healing/recovery (acuity) and conditions.
    - c. Distinguishing between types of exercise most appropriate for a variety of impairments that impact movement and between choices related to cause of injury or pathology.
    - d. Contributions of impairments to functional difficulty and identify those that are modifiable versus those that require compensations for maximal function.
    - e. Develop a treatment plan reflecting on body function and structure, prioritized impairments, relationships to activity and participation and the reverse.
    - f. Integrate modalities, treatment adjuncts, and treatment time given best evidence.
  5. Assess need for referral and inclusion of other professions to meet patient goals and achieve best possible quality of life.
  6. Identify options for complementary and alternative exercise modes suitable for patients in group or individual formats.

**Instructional Methods**

Blended learning using text and video; quizzes, active learning individual and small group assignments, problem solving and clinical reasoning challenges, case analysis and problem solving, discussion and practice for exercise choice, modification and instruction; independent practice of exercises, lab practice and implementation of concepts in pro bono clinic patient management.

Students will be expected to read and view material (text, video, powerpoints) using guided review questions and evaluation of prior knowledge and skills. Class discussions will require high speed internet connection and video/audio capability. Assignments will require technology to record video exercise demonstrations. All students will need to use their UF email to login to zoom sessions and monitor the Canvas site for updates regularly. Small group sessions will be organized to allow more interaction and all students will need to be prepared to present or contribute at every session.

**DESCRIPTION OF COURSE CONTENT**

**Outline/Course Schedule**  
**Musculoskeletal Module**

	Topics Synchronous session 10-12	Lab (Wed 1.30-3:30)	Patient Sessions (Thursday EAC – Groups scheduled)	Assignments
Week 1	Tissue healing, stress-strain Polling questions	Cases Application of tissue healing, precautions, progressions	EAC Groups (assigned)	Complete pre-requisite quiz and survey prior to Wed Week 1 at 10 Review readings on tissue healing for polling questions in class Complete quiz 1 by Wed Week 2
Week 2	Mobility categories Polling questions	Cases Parameters and progressions for mobility, categories (emphasis on	EAC Groups (assigned)	Research assigned repetitive strain or trauma/post-surgical topic

		hypermobility for Spine, Shoulder)		Complete quiz 2 by Wed Week 3
Week 3	Repetitive strain Postsurgical/trauma Polling questions	Cases Parameters and progressions for repetitive strain, trauma/post-surgical categories	EAC Groups (assigned)	Exercise Progression Complete quiz 3 by Wed Week 4
Week 4	Teaching and learning concepts for patient-specific goals Polling questions	Cases Parameters and progressions for psychological categories, neural involvement, complex cases	EAC Groups (assigned)	Submit special topic assignment Complete quiz 4 by Wed Week 5
Week 5	Outcome assessment and progression through Phases Polling questions	Phase III management Special topics	EAC Groups (assigned)	Peer review for special topic assignment due Friday week 5
Week 6	Final exam/practical	Final practical	EAC Make up or volunteer	Submit EAC reflection

### Neurologic Module

	Reading/preparation	Synchronous session Tuesday (10:30-12:30PM)	Lab Wed 8:30-10:30am & 10:00-12 (Check schedule for assignment)	Assignments after class
Week 1	Complete pre-requisite quiz prior to class to unlock canvas site. Review Material on Motor Learning, Neuroplasticity and Speech/Communication/Cognition	Course Intro and Motor Learning	Motor Learning, Environment and Neuroplasticity: Moving from the cognitive to the automatic stages; Movement/Gait Observation & Treatment; Communication strategies	Gait analysis assignment
Week 2	Review video cases and videos including: skill demonstration for pelvic dissociation for lab as well as patient experience preparatory materials (see group and time assignment)	Strength/Power/Fractionation	Activities to promote Strength/Power/Fractionation	Participation/Professionalism rubric; Week 1 patient experience SOAP note rubric
Week 3	Review assigned journal article: Clinical Implications of Spasticity and complete journal article discussion assignment; review videos on kinesiotape application and spasticity	Tone, Sensation, and the UE	Promoting increased somatosensation	Participation/Professionalism rubric; Week 2 patient experience SOAP note rubric
Week 4	Review video lecture on apraxia management and vision; complex case patient case study videos	Apraxia, Vision, and the Complex Patient	Visuospatial neglect, apraxia and complex patient management	Participation/Professionalism rubric; Week 3

				patient experience SOAP note rubric
Week 5	Review materials on types and uses of technology in rehabilitation	Using Technology to Enhance Treatment	Using Technology and Principles to enhance outcomes and return to community	Participation/ Professionalism rubric; Week 4 patient experience SOAP note rubric
Week 6		Final exam; Practical	Complimentary Alternative Therapy (CAM): Yoga and/or Tai Chi	Submit CAM assignment

## Course Materials and Technology

### Recommended texts:

Dunleavy-Slowik: Therapeutic Exercise Prescription, (2019) 1<sup>st</sup> edition. Elsevier.

O'Sullivan, S. B., Schmitz, T. J., Fulk, G.D. (2019). Physical rehabilitation (7<sup>th</sup> ed). Philadelphia, PA: F.A. Davis

### Website:

Please check the Canvas website found at <http://lss.at.ufl.edu/> for lecture notes, assigned/recommended readings, announcements, and grades.

### Technology requirements:

Laptop or other device able to connect to the internet for all online activities, quizzes and exams. Camera or other device capable of recording demonstration of exercises and teaching others. Internet access with high speed accessibility will be important.

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

### 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 Musculoskeletal Module

#### 1. Quizzes (20%)

- a. Knowledge of previous content and new content

#### 2. Assignments (20%)

- a. Polling questions in synchronous sessions. Lab activities including application for case discussions, compare/contrast tables. (10%)

- b. Special topic assignment (individual) – students will submit a voiceover powerpoint module on an assigned surgical protocol, or a repetitive strain diagnosis (see canvas for description of assignment). Students will also peer review other students work and provide commentary. (10%)

### 3. Patient case management assignment (20%)

#### *Group assignment (10%)*

In small groups, students will complete an evaluation, develop a treatment plan, select exercises, test dosage and tolerance, adjust and monitor exercises to meet goals, progress exercises, and evaluate outcomes for a patient case. Students will present their preliminary choices, discuss and refine with feedback prior to the session and during treatment, and debrief afterwards with instructors.

During the debrief students will:

- a. Discuss adjustments for different responses to the exercise, progressions, and outcome evaluation.
- b. Outline reasoning and choices related to precautions, SINS, ICF model, types of impairments, categories.
- c. Discuss choice of exercises, parameters, dosage, specific modifications, progression, and teaching techniques.
- d. Provide rationale, reflect on thought processes, prioritize, and analyze outcomes.
- e. Demonstrate person-centered communication, professional interaction, and responsibility at the highest level.
- f. Reflect on performance and learning as a group for learning, strengths, and areas to improve.

The group will complete patient notes with rationale for choice, assessment of responses, plans, and interpretation of outcomes.

#### *Individual assignment (10%)*

- a. Each student will submit a summary of key aspects discussed, a clinical reasoning diagram outlining concepts and rationale for choices, and a self-reflection using guided questions.
- b. Students will also receive a grade for professionalism during the experience including teamwork, initiative, proactive responsibility, communication, and responses to feedback.

### 4. Practical competency (Pass/Fail 20%)

- a. Students will demonstrate exercise selection, instruction, monitoring, feedback and correction, and progression for a case scenario.
- b. Performance at an intermediate level is required to pass the practical.
- c. Clinical reasoning and ability to articulate reasoning is a key component of this competency.
- d. Safety is critical for this assignment, if precautions are not followed, exercises are unsafe, or performed with insufficient assistance to prevent adverse consequences students will need to repeat the competency.
- e. Professional acceptance of feedback, and reflection on performance is required.
- f. Students will have one opportunity to repeat the practical if performance requires improvement in any area.

### 5. Final Exam (20%)

- a. Multiple choice exam (board style questions) covering pre-requisite content and new content introduced in the course requiring clinical reasoning and application of concepts.

### 6. Participation/ Professionalism Policy for Musculoskeletal Module

- a. Timeliness of submissions – late submissions will result in a reduction of 10% of the available points per assignment per day.
- b. Class attendance – unexcused absences will result in a reduction of 5%. Students are expected to make up assignments independently in the case of unavoidable excused absences due to illness or family emergencies. Missing the patient experience will need to be made up with another group (only available for excused absences and with timely notification). If a patient experience is missed due to an unexcused

absence, the maximum grade for the patient management experience for the individual will be 50% of the total for this requirement.

## **Assignments Neurologic Module**

### **1. Quizzes/Assignments (10%)**

- a. Knowledge of previous content and new content; integration of new material to exercise prescription
- b. Intro quiz; Gait analysis assignment; journal article discussion assignment; CAM assignment

### **2. Patient experience/Case studies (40%)**

You will be assigned to a group to evaluate and treat a patient (either via telehealth or in- person) with a primary complex or neurologic diagnosis for 4 weeks:

- a. Each person in your group will take the lead for one section of the session. Decide who is responsible for taking notes, will take the lead for the examination and exercise intervention prior to coming in to class.
- b. As you select your exercises, have at least 2 alternatives ready and be prepared to adjust the exercise parameters as needed.
- c. After the one-hour session you will have 15-30 minutes to discuss the grading rubric questions and debrief with your supervising clinician. Each person will need to contribute to the discussion items provided.
- d. After the one-hour session you will need to complete the SOAP note documentation and detailed exercise plan to be available for the next session. Your SOAP note should reflect your assessment, PT diagnosis, prognosis, and how your exercise prescription addresses body structure limitations as well as functional movement and participation limitations. Short-term and long-term goals should be addressed each session, and modified to address the above content. Your note should refer to how you are progressing toward patient goals. This note should be completed, posted to canvas.
- e. Review and research any components of the patient's health condition, medical or surgical history or evidence to support your management every week and share with your group and clinical instructor.
- f. At the end of the four-week session, reflect on your personal performance and areas of strength and improvement in order to prepare for demonstrating exercise prescription and instruction.
- g. For all patient sessions the student must be dressed in appropriate clinic attire with name tag. Student should be prepared to start patient sessions on time, discussed plan with clinical instructor, and demonstrate professionalism as outlined by the student handbook with all interactions with patients, clinicians, and faculty. Failure to abide by this policy will result in loss of all points associated with the activity that day.

### **4. Participation/ Professionalism (10%)**

Your participation grade will be based on observation of your behaviors during clinical reasoning group and discussion activities, preparatory assignments, participation in patient experience/case studies and overall professionalism demonstrated with your peers and instructors. Ability to adapt communication with peers and patients, incorporate self-reflection and clinical debrief from patient experiences, and finally treating peers, professors and patients respecting all tenets of diversity, equality, accessibility, and inclusion.

### **5. Final Exam (20% each)**

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

### **6. SOAP Notes/Documentation of Skilled Therapy (20%)**

Utilizing best practice documentation principles including but not limited to clinical reasoning, skilled intervention, incorporates patient goals, prognosis, plan of care, exercise prescription, modification, outcome measure use and appropriate clinical findings. Please refer to rubric.

### **7. Practical competency (Pass/Fail)**

- a. This will be based on clinical performance and reasoning and utilization of self-assessment of current areas of strength and continued growth in combination with feedback and discussion with your course or clinical instructor
- b. The grading criteria for this assignment is based on application of all concepts covered in this course including exercise selection, choice of parameters, dosage, modification, teaching (i.e. instruction, monitoring, feedback and correction), progression and outcome evaluation., Consideration of all impairments, functional requirements and co-morbidities as well as precautions will be important.
- c. Safety is critical for this assignment, if precautions are not followed, exercises are unsafe, or performed with insufficient assistance to prevent adverse consequences students will need to repeat the competency

Point system used

<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

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. Letter grade to grade point conversions are set by UF and cannot be changed.

<b>Letter Grade</b>	A	A-	B+	B	B-	C	D	E	WF	I	NG	S-U
<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.

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>

**Exams will cover reading assignments, class and case session discussions and application/integration of pre-requisite course content.**

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

- a. Policy related to assignments, and exams: Can only be made up with an excused absence. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis, please contact the course instructor if for any reason you are unable to attend synchronous online classes or small group sessions.



- b. Group activities are dependent on all students participating in a timely manner. If a student does not participate actively or is tardy, group members are expected to contact the instructor to enable discussion with students who are not contributing.
- c. Policy related to patient experiences: If an experience is missed due to excused absence an alternate assignment will be provided. If absence is unexcused students will lose the points associated with participation in the experience for the day(s).
- d. Technical issues related to submissions: Any requests for make-ups due to technical issues (for exams or quizzes) 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. Students will need to e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## PHYSICAL THERAPY PROGRAM POLICIES FOR ALL COURSES

**Attendance** is expected for all class sessions, labs, and examinations. Each student is allowed 1 unexcused absence from lecture or lab, however patient sessions, exams, assignments or practicals missed will not be rescheduled and a zero grade will be assigned. Please refer to the Student Handbook for policy on excused absences. 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) and the instructor by email in the event of unexpected absence from a scheduled class session related to illness, family or other emergencies. Due to the need for utmost caution and respect for all students, instructors and patients if you suspect that you may have been exposed to COVID or have any symptoms please stay home and contact the instructors. Illness related absences will be accommodated and students will be able to make up assignments. 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. Please request permission from your instructor(s) when appointments/ unavoidable commitments will cause arrival to class after start time, or require you to leave early. All cleaning duties should be completed at the beginning of labs and at the end of labs (outside start and end times).

## 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.***

#### **Professional Behavior:**

Professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of this by incorporating the development and evaluation of professional behavior into each academic course. Professional Behavior is described in the Student Handbook and is exemplified by:

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

**Social Media policy and distribution of course materials.** Materials are not to be posted or discussed on social media. Class content is not to be shared outside the program. Students may not post or use pictures, powerpoints or questions provided as part of this class or from the copyrighted text used.

**Dress Code** Please review the policies for lecture attire in your Student Handbook. For lab sessions, approved gym attire is accepted. For all patient sessions the student must be dressed in appropriate clinic attire. For case sessions please dress in professional attire. Failure to abide by this policy will result in loss of all points associated with the activity.

#### **Student Responsibilities for Safety and Learning**

Students will be expected to practice exercise techniques and teach others the techniques. Students are responsible for providing their partners, instructors and patients with necessary feedback and information in order to prevent injury, or when a student has a condition that prevents participation. As safety is the major priority for patient care please consult your supervising instructor immediately if there is a potential precaution or contraindication that you identify when working with patients or classmates and follow precautions above all else. Students are also responsible for notifying the instructor of behaviors, circumstances, or conditions that hinder student learning. Students may be assigned a partner by a course instructor for specific activities.

*Unprofessional behavior can lead to a lower letter grade in this course, referral to the Professionalism Committee or*

*dismissal from this course.*

### **Communication Guidelines**

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

*Netiquette Guidelines:*

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

### **Academic Integrity**

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

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

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

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

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

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

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

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

### **Online Faculty Course Evaluation Process**

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

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

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.

Patient experiences during class require universal precautions to prevent transmission of infection, consistent with UF Health clinical guidelines. This includes performing hand hygiene before and after patient care, the use of gloves for contact with non-intact skin or mucous membranes, and donning of an isolation gown if there is potential for splash exposure to blood/body fluids. Sanitizing supplies are available in the classroom, please clean all equipment and tables prior to, and after use.

### **Online Synchronous Sessions:**

Our class sessions may be audio visually recorded for students in the class to refer back to 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. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.

### **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.

### **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)