

University of Florida
College of Public Health & Health Professions Syllabus
PHT 6024 Professional Issues I
Fall: 2023
Delivery Format: In-person (Communicore C1-17)

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 Office Hours: By appointment

Class attire: Professional attire (see UF DPT Handbook for description)

Course days/time: In-person, Mondays 10:00 A-11:30A

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

PURPOSE AND OUTCOMES

Course overview

The purpose of this course to introduce the profession of physical therapy and provide a foundational framework for your professional development as a student physical therapist. This course will highlight the core values of the physical therapy profession, ethical conduct, advocacy and engagement, communication, and cultural competence, and leadership. Students will develop a professional development portfolio that will be used throughout the remainder of the DPT Program to demonstrate achievement in professional milestones.

Relation to Program Outcomes

This course is the first of three courses that focus on professional development in physical therapy. This course directly addresses the following standards required by the Commission on Accreditation in Physical Therapy Education (CAPTE), updated most recently in May 2020:

Standard 7B: The physical therapist professional curriculum includes content and learning experiences in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice and applied statistics.

Standard 7D: The physical therapist professional curriculum includes content and learning experiences designed to prepare students to achieve educational outcomes required for initial practice of physical therapy. Courses within the curriculum include content designed to prepare program students to:

7D1: Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.

7D4: Practice in a manner consistent with the APTA Code of Ethics.

7D5: Practice in a manner consistent with the APTA Core Values.

7D6: Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.

7D7: Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.

7D8: Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.

7D10: Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources.

7D12: Effectively educate others using teaching methods that are commensurate with the needs of the learner, including participation in the clinical education of students.

7D13: Participate in professional and community organizations that provide opportunities for volunteerism, advocacy, and leadership.

7D14: Advocate for the profession and the healthcare needs of society through legislative and political processes.

7D15: Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students

Course Objectives

Student Learning Objectives- By the end of the course, students will be able to:	ACAPT Standard(s)	Curricular Theme(s)
Describe the core values of the PT profession.	7D5	Becoming a Professional
Develop a professional development portfolio to track progress in key professionalism milestones	7D15	Becoming a Professional
Self-evaluate professional behaviors and develop goals to address areas of improvement	7D15	Becoming a Professional
Explain how membership and participation in professional organizations enhances one's roles a student physical therapist and licensed practitioner.	7D1 7D13 7D14	Becoming a Professional
Apply the APTA Code of Ethics and Standards of Practice to ethical decision-making across professional contexts	7B 7D4 7D6	Becoming a Professional
Demonstrate cultural humility and sensitivity and respect for persons other than oneself as they relate to both the classroom setting and physical therapist practice.	7D8	Inclusion, Diversity, Equity, and Accessibility
Describe the factors that contribute to health disparities in physical therapy.	7D8 7D10	Inclusion, Diversity, Equity, and Accessibility
Exhibit effective and respectful communication when discussing alternate viewpoints.	7B 7D7	Becoming a Professional
Explain one's personal communication style and refine one's style based on their intended audience	7B 7D7 7D12	Becoming a Professional
Identify tangible ways to contribute to a team through leadership and followership	7D15	Becoming a Professional

Instructional Methods: We will use lecture, readings, and class discussion. An in-person debate on topics related to advocacy in physical therapy will be used to develop advanced communication and professionalism skills.

As part of your commitment to the APTA core values of accountability and excellence, it is expected that you will complete pre-work in advance of class, contribute to weekly discussions and assignments. According to the University of Florida Graduate School, the expected time requirement for readings and assignments in graduate and professional programs is ~2-3 hours of self-study per credit hour, per week. Expect to dedicate 1-2 hours of studying the asynchronous content to prepare for synchronous Monday sessions. You will have ~5-7 days to prepare for the next weekly unit.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of synchronous and asynchronous methods to help you maximize your learning. I will provide online readings and/or recorded lectures that you are expected to review prior to our face to face (synchronous) class sessions. This lets me focus my synchronous 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 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**

Week	Date(s)	Topic(s)	Assignments *
1	8/24-25	Leadership EDGE	Complete: DiSC Assessment
2	8/28	Course introduction: Core Values and the ICF Model	READ/ WATCH: APTA Core Values APTA Standards of Practice Models of Rehabilitation
3	9/4	Labor Day: no class	
4	9/11	More Money, More Problems: Financial considerations in PT school	COMPLETE: APTA Financial Health Self-Assessment
5	9/18	Professionalism & Academic Integrity: Donovan Lott, PT, PhD	READ: UF DPT Handbook pages XX-XX
6	9/25	Applying for scholarships: Joel Bialosky, PT, PhD Elisa Gonzalez-Rothi, DPT, PhD	
7	10/2	Ethics & Communication	READ/ WATCH: Professionalism Module 3: Ethical Compass APTA Code of Ethics APTA Guide for Professional Conduct Resolving Ethical Complaints/Disputes
8	10/9	Professional organizations: What do they do for me?	ASSIGNMENT: Practice Act Reflection Florida Statutes 486 Florida House Subcommittee Meeting
9	10/16	Professional Development Plan	READ: Professional Behaviors Self-Assessment Davis et al. Jette et al
10	10/23	The Art of the Debate: Mark Bishop, PT, PhD	
11	10/30	The PT/PTA Team	READ/WATCH: Leading the Team- A Practical Guide to Working with PTAs
12	11/6	Advocacy Debate 1	
13	11/13	Advocacy Debate 2	
14	11/20	Addressing Health Inequities in Physical Therapy	Readings TBA

* All readings, assignments, and quizzes are hyperlinked on the "Syllabus" page on the Canvas website.

Course Materials and Technology

(1) Guide to PT Practice <https://guide.apta.org/>

- (2) APTA Learning Center Modules www.learningcenter.apta.org
- (a) Professionalism Module 1: Introduction to Professionalism
 - (b) Professionalism Module 2: History of Professionalism in Physical Therapy
 - (c) Professionalism Module 3: Ethical Compass
 - (d) Leading the Team: A Practical Guide to Working with PTAs

Required Technology:

This course requires access to online articles, materials, and examinations during class and/or laboratory. A laptop computer or tablet in good working order with webcam and microphone capability is essential for SPTs.

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

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

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

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

Quizzes

Canvas quizzes will focus on content from the homework videos and/or reference readings. The primary objective of the Canvas homework quiz is to introduce basic content for the week, in advance of class. Student physical therapists may use notes from the readings and/or videos during the quiz; however, assistance from any other human being is not permitted. Each quiz/assignment is graded as % of questions correct. All quizzes are cumulative.

Assignments

All assignments must be submitted electronically on Canvas. Details about each assignment is included on the Assignment page and will be covered in class.

Grading

Requirement	Due date	Points (% of final grade)
Weekly content quizzes	Multiple	30 (20)
Discussion Boards (3) - Practice Act - Financial health/literacy - L/leadership + followership	Multiple	60 (40)
Professional Behaviors Self-Assessment	10/17	NA
Advocacy Debate	Multiple	50 (33.3)

Professionalism competence evaluation	N/A	10 (6.7)
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Points earned	93-100	90-92	87-89	83-86	80-82	70-79	60-69	Below 60
Letter Grade	A	A-	B+	B	B-	C	D	E

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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.

More information on UF grading policy may be found at:

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

Policy Related to Late Assignments

Unexcused late assignments will be addressed in the following manner: Submitting <24 hours after deadline: 50% reduction in quiz or assignment grade; submitting >24 hours after deadline: Zero (0) on assignment or quiz grade. Additionally, one (1) point will be deducted from the professionalism competence grade.

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 an hour** of the technical difficulty if you wish to request an excused late submission.

Policy Related to Required Class Attendance

Class attendance is required. Excused absences must be consistent with university policies in the Graduate Catalog. Additional information can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. **If you have an unexcused absence, you will not receive any credit for participation in class activities on that day, will be given a written professionalism warning, and have one (1) point deducted from the professionalism competence grade.**

Arriving to class late and leaving early without permission of the instructor is considered unprofessional behavior. Students will be given a verbal warning for the first incident; a subsequent incident will result in documentation of a professional variance form that will be placed in the student's file and the student's faculty advisor will be consulted. Additionally, each incident after the verbal warning will result in the loss of one (1) professionalism competence point.

Other than illness or emergencies, students in the UF DPT program **must request to be excused rather than inform the instructor they will be gone** for any of the aforementioned excused absence reasons. This behavior is consistent with the behavior expected of professional healthcare providers in requesting time off from work.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

During synchronous learning sessions, student physical therapists are expected to silence or turn off cell phones during class and lab time out of professional respect for classmates, guest speakers, and instructors. Email is the official communication of the University of Florida - class announcements will be made through email. Students shall use their UFL e-mail address for use with academic coursework and responsibilities. Students may not take, post, or distribute photos, audio or video recordings of any course materials without the written authorization of the instructor. Please conduct any written requests via email, so that guest instructors can be notified, if needed.

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

1) Your final grade point average is below 70.

2) You cheat.

3) Your behavior is unbecoming of a professional student physical therapist evidenced by a score of 7/10 or lower on the professionalism competence evaluation.

Professionalism Competence Evaluation:

High priority is placed on SPT engagement, professionalism, and adherence to the Core Values of a Physical Therapist. Professionalism is central to the mission of the UF Doctor of Physical Therapy Program. By the time student physical therapists begin the first full-time clinical internship, their professional attitudes and behaviors must reflect an ability to interact competently in a full-time clinical setting. The APTA has defined minimal professional standards for student physical therapists entering their first full-time internships. With this requirement in mind, **adherence to a minimal professionalism standard is required to complete this course**. Professionalism competence will be evaluated using the following categories from the Clinical Performance Instrument:

Ethical Practice.

Description: *Practices according to the Code of Ethics for the Physical Therapist; demonstrates respect for self, the patient/client, and colleagues in all situations.*

Examples:

- Adherence to physical therapy core values and code of ethics.
- Identifies, acknowledges, and accepts responsibility for their actions – applies to expected behavior in class and Canvas discussions
- Adherence to patient dignity, privacy, and confidentiality (eg when discussing ethical scenarios during class).
- Engages in a polite and respectful manner with patients/clients and colleagues.

Minimal Professional Competence:

- Work collaboratively with classmates, instructors, and guests during learning activities.
- Complete course assignments within posted requirements and deadlines.
- Exhibit professional behaviors consistent with physical therapist core values during learning activities and communications, including honesty, integrity, commitment, compassion, respect and altruism.
- Considerate of the trauma-informed experiences of others.

Legal Practice.

Description: *Practices according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.*

Examples:

- Acknowledges the legal and professional practice standards that guide physical therapist decision-making.
- Adheres to patient/client privacy laws and practice standards (e.g., keeps patient/client documentation systems out of line of sight of others, speaks in a low volume when discussing a patient's/client's case).
- Discusses patient/client information only with others involved with that patient's/client's care.

Minimal Professional Competence:

- Adhere to applicable legal requirements (HIPAA, FERPA) during course communications and learning activities.
- Abide by University regulations and Department policies regarding student conduct and academic integrity.

Professionalism: Professional Growth

Description: *Accepts and is receptive to feedback; participates in planning and/or self-assessment to improve clinical performance; contributes to the advancement of the clinical setting through educational opportunities; seeks out opportunities to improve knowledge and skills.*

Examples:

- Develops and prioritizes several short- and long-term goals for improving their professional development.
- Takes initiative to communicate their professional development goals and learning needs to their faculty mentor.
- Accepts feedback without defensiveness.

Minimal Professional Competence:

- Inquire to the course instructor in writing, regarding any potential absences. More than one absence will disrupt expected progression of course objectives.
- Prepare for class: complete pre-work in advance; come to class ready to ask questions.

- Come to class on time and prepared to learn. Tardiness, talking to classmates, eating, sleeping, completion of unrelated computer activity, and personal use of mobile devices is unacceptable. If you have an urgent need to be reached on your phone, notify the course instructor and keep the device on silent mode.
- Care for the learning resources. Clean up after yourself and ask if you need something.
- Give helpful feedback to other students, in the spirit of optimizing their clinical readiness.
- Receive feedback graciously from peers and mentors, in the spirit of optimizing your clinical readiness.
- Take accountability for learning missed content in the event of an unplanned absence.
- Demonstrate insight into one's own limitations of expertise via self-assessment.
- Electronic devices will be prohibited if use becomes disruptive to your instructor or classmates, or if devices are used for unrelated activities. Acceptable uses include taking notes, accessing course-related documents or resources, following along with class discussion course-related internet searches, and completing class projects.
- Unless there is a medical reason, eating is not permitted during class times, including quizzes and exams, lectures, and labs. Students who need to eat breakfast on campus should plan to arrive to campus early and finish before class begins. If you feel unwell and need to eat something, please step out or wait until a break. Drinking from a covered container is allowed.

Interpersonal: Communication

Description: *Demonstrates professional verbal and nonverbal communication with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues); adapts to diverse verbal and nonverbal communication styles during patient/client interactions; utilizes communication resources (e.g., translators) as appropriate; incorporates appropriate strategies to engage in challenging encounters with patients/clients and others; facilitates ongoing communication with physical therapist assistants regarding patient/client care.*

Examples:

- Introduces self when appropriate.
- Demonstrates basic proficiency in communicating appropriately with other students, faculty, and guest lecturers.
- Identifies your audience's preferred communication style and uses their preferred communication style throughout most of the episode of care.
- Accesses and begins using translation services with assistance.
- Discusses patient/client status with other healthcare providers.
- Differentiates between technical and layman terminology.
- Typically exhibits active listening for improved understanding.

Minimal Professional Competence:

- Initiate questions in the event they do not understand a learning concept or course assignment.
- Demonstrate active listening.
- Utilize appropriate nonverbal communication. Ensure that your eye contact, body language, posture, and workspaces are conducive to learning.

Interpersonal: Inclusivity

Description: *Delivers physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; Provides equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics (e.g., ethnicity, socioeconomic status).*

Examples:

- Typically demonstrates respect for diversity and inclusivity regardless of age, disability, ethnicity, gender identity, race, sexual orientation, etc.
- Displays empathy in interactions with students, faculty, and guest lecturers.
- Identifies some individual or cultural differences that may be impactful to the patient/client.
- Responds professionally to students, faculty, and/or guest lecturers with conflicting values.

Minimal Professional Competence:

- Demonstrate a considerate attitude towards other students, instructors, and guest lecturers
- Respect the beliefs, concerns, expectations and illness experiences of others.
- Effectively work with other peers and other participants in this course to prevent, negotiate, and resolve interpersonal conflicts.
- Abide by your adopted class culture and rules of engagement.

Academic Integrity

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

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

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

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

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.

Policy Related to Guests Attending Class:

Only registered SPTs are permitted to attend class. However, we recognize that SPTs 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 permission to bring a guest(s) for a total of two class sessions per semester, across

all courses. No further extensions will be granted. Guests are **not** permitted to attend either cadaver or wet labs. SPTs 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: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

Online Faculty Course Evaluation Process

Student physical therapists 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/>. SPTs 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/>.

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 the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

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