

University of Florida
College of Public Health & Health Professions Syllabus
PHT 6605: Evidence Based Practice I (3 credit hours)
 Semester: Fall 2023
 Time: Wednesday, 1:30-4:30PM
 Delivery Format: Online Synchronous
 Hosted on Canvas: [eLearning - University of Florida \(ufl.edu\)](https://ufl.edu)

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 Office Hours: By appointment

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Preferred Course Communication: Dr. Beneciuk email (or Canvas course website)

PREREQUISITE

Course participation is limited to entry-level Doctor of Physical Therapy (DPT) program students.

PURPOSE AND OUTCOME

Course Overview

The purpose of the evidence-based practice sequence at the University of Florida is to provide the student with knowledge and skills to become critical consumers of rehabilitation literature. Evidence Based Practice (EBP) I will introduce topics related to research philosophy, literature searching, research question development, research design, reliability, and validity. EBP I also will introduce important elements of diagnosis and prognosis with special emphasis placed on common statistical estimate interpretation.

Relation to Program Outcomes

The primary goal of the UF 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 (SG1); with an expected outcome being that students/graduates will be independent problem-solvers and critical thinkers (SG1b) ([UF DPT Student Handbook](#)).

This course is the first of three courses in the UF DPT curriculum that focus on evidence-based practice. 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:

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

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

7D9: Access and critically analyze scientific literature.

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

7D11: Identify, evaluate, and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client.

7D22 Determine a diagnosis that guides future patient/client management.

7D23 Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.

Course Objectives

Upon successful completion of this course, students will be able to:

Learning Objective*	CAPTE Standard(s)
1. Describe philosophy and components to EBP approach.	7B, 7D4, 7D5
2. Describe and use PICOTS to develop focused clinical questions.	7B, 7D9, 7D11
3. Describe and perform efficient literature search strategies.	7B, 7D9, 7D11
4. Identify appropriate research design for specific research question.	7B
5. Understand how population and sample influences generalizability.	7B, 7D10, 7D11
6. Distinguish between different methods of variable measurement.	7B
7. Interpret and distinguish between statistical and clinical significance.	7B, 7D10, 7D11
8. Describe different types of reliability and validity.	7B, 7D10, 7D11
9. Describe different diagnostic strategies.	7B, 7D22
10. Interpret measures of diagnostic accuracy.	7B, 7D22
11. Describe components of a prognosis.	7B, 7D23
12. Interpret how a clinical finding alters prognosis.	7B, 7D23
13. Critically appraise physical therapy literature with standard tools.	7B, 7D9, 7D11

* Learning objectives relevant to *Clinical Reasoning* and *Evolving Practice* curricular threads.

INSTRUCTIONAL METHODS

The course instructor will use the following techniques: lecture, focused pre-class readings and videos, class discussion, group projects, student polling, and discussion board sessions. According to the University of Florida Graduate School, the expected workload of graduate students will exceed three hours per week per credit. This is a 3 credit course, so expect to dedicate approximately 2-4 hours of self-time for required pre-class readings, videos, assignments, and exam preparation in addition to the 2-3 hours for our online lectures and discussion. You will have approximately 5-7 days to prepare for content scheduled for the following week. Active student participation is vital for success in this class.

Work for class	Approximate hours/week
Weekly lectures	2.0-3.0
Pre-class readings and videos	0.5-1.0
Discussion Boards	0.0-0.5
Group projects	1.0-1.5
Written exam (midterm and final preparation)	1.0-1.5
Total	4.5-7.5

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 class, you will struggle to keep pace with class activities, and it is unlikely that you will reach the higher learning goals of course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

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.

DESCRIPTION OF COURSE CONTENT

Course Schedule/Topic Outline

Week	Date	Topic
1	8/23	Introduction to EBP Sequence and Research Philosophy
		<ul style="list-style-type: none"> Syllabus review, Establishing groups for class projects. Craik RL. A Tolerance for Ambiguity. <i>Phys Ther</i>, 2001.
2	8/30	Introduction to EBP Approach
		<ul style="list-style-type: none"> EBM Explained (4 minutes) Ups & Downs of EBM (6 minutes) Kamper SJ. Engaging with Research: Linking Evidence with Practice. <i>J Orthop Sports Phys Ther</i> 2018;48(6):512-513. Putting evidence into practice (JOSPT Insights) (24 minutes)
		Supplemental: Jewell, 4th edition [chapters 1, 2]
3	9/6	Step 1 – Ask a Focused Clinical Question
		<ul style="list-style-type: none"> Kamper SJ. Asking a Question: Linking Evidence with Practice. <i>J Orthop Sports Phys Ther</i> 2018;48(7):596-597. Kamper SJ. Types of Research Questions: Descriptive, Predictive, or Causal. <i>J Orthop Sports Phys Ther</i> 2020;50(8):468-469. Project 1 (Focused Clinical Question) Group Lab
		Supplemental: Jewell, 4th edition [chapters 3 (p.39-46)]
		Due: Project 1 (Focused Clinical Question) – by end of class
4	9/13	Step 2 – Search for the Best Available Evidence
		<ul style="list-style-type: none"> Jane Morgan-Daniel, MA; UF - HSCL Liaison Librarian (guest lecturer) Project 2 (Literature Search) Group Lab
		Supplemental: Jewell, 4th edition [chapters 3 (p.46-69)]
5	9/20	Step 3 – Critical Appraisal of Evidence (Part 1)
		<ul style="list-style-type: none"> Research Design, Populations to Samples, Variables and Measurement Kamper SJ. Generalizability: Linking Evidence to Practice <i>J Orthop Sports Phys Ther</i> 2020;50(1):45-46. Kamper SJ. Fundamentals of Measurement: Linking Evidence to Practice <i>J Orthop Sports Phys Ther</i> 2019;49(2):114-115. Discussion Board
		Supplemental: Jewell, 4th edition [chapters 4, 5 (p. 76-86, 89-104, 110-112)] [chapters 6, 7 (p.131-141), and 9 (p.175-181)]
		Due: Project 2 (Literature Search) – prior to start of class
6	9/27	Step 3 – Critical Appraisal of Evidence (Part 2)
		<ul style="list-style-type: none"> Hypothesis Testing; Statistical vs. Clinical Significance; Confidence Intervals Kamper SJ. Interpreting Outcomes 2 – Statistical Significance and Clinical Meaningfulness: Linking Evidence to Practice. <i>J Orthop Sports Phys Ther</i> 2019;49(7):559-560. Kamper SJ. Confidence Intervals: Linking Evidence to Practice. <i>J Orthop Sports Phys Ther</i> 2019;49(10):763-764. Statistical vs. Clinical Significance (3:41) Confidence Intervals (5:30)
		Supplemental: Jewell, 4th edition [ch 9 (p.181) 10 (p.204-206) through Clinical Relevance]
7	10/4	Exam #1 (in-person, location TBD)
8	10/11	Reliability
		<ul style="list-style-type: none"> Kamper SJ. Reliability and Validity: Linking Evidence to Practice. <i>J Orthop Sports Phys Ther</i> 2019;49(4):286-287. Irrgang JJ et al. Development of a patient-reported measure of knee function. <i>J Bone and Joint Surg</i>. 1998;80(8):1132-1145 (focus on reliability). Reliability (10:00)
		Discussion Board Assignment: Rehab Science Seminar (Dr. Trevor Lentz)
		Supplemental: Jewell, 4th edition [chapter 7 (p.141-143) through Rater Reliability]

Week	Date	Topic
9	10/18	Validity
		<ul style="list-style-type: none"> • Kamper SJ. Reliability and Validity: Linking Evidence to Practice. <i>J Orthop Sports Phys Ther</i> 2019;49(4):286-287. • Irrgang JJ et al. Development of a patient-reported measure of knee function. <i>J Bone and Joint Surg.</i> 1998;80(8):1132-1145 (focus on validity). • Validity (10:00) • Discussion Board (Reliability and Validity)
		Supplemental: Jewell, 4th edition [chapter 7 (p.143-148)]
10	10/25	Diagnosis #1 – Approach, Focused Questions, Research Designs
		Pre-class content to be posted in Canvas
		Supplemental: Jewell, 4th edition [chapter 11]
		Brooks Research Connection Event (10/26)
11	11/1	Diagnosis #2 – Interpreting Study Results, Appraisal Tools
		<ul style="list-style-type: none"> • Sensitivity & Specificity (2x2 tables) • Likelihood Ratios, Nomograms • ROC Curves
		Supplemental: Jewell, 4th edition [chapter 11]
12	11/8	Diagnosis #3 – Appraisal Project Presentations
		Refer to Peer Review Grading Rubric in Canvas – Diagnosis Study Appraisal
		Discussion Board Assignment: Rehab Science Seminar (TBD)
13	11/15	Prognosis #1 – Approach, Focused Questions, Research Designs
		Pre-class content to be posted in Canvas
		Supplemental: Jewell, 4th edition [chapter 12]
14	11/22	Thanksgiving Break
15	11/29	Prognosis #2 – Interpreting Study Results, Appraisal Tools
		<ul style="list-style-type: none"> • Relative Risk and Odds Ratios (2x2 tables) • Beta estimates (linear regression) • OR (logistic regression)
		Supplemental: Jewell, 4th edition [chapter 12]
16	12/6	Prognosis #3 – Appraisal Project Presentations
		Refer to Peer Review Grading Rubric in Canvas – Prognosis Study Appraisal
Finals Week		Exam #2 (Comprehensive) (in-person, location TBD)

Course Materials and Technology

- The following textbook is recommended for the EBP sequence:
Jewell, Dianne V. Guide to Evidence-Based Physical Therapy Practice, 5th Edition. Jones & Bartlett (ISBN 9781284247541)
- Supplemental reading material is provided to enhance learning.
- 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
 - (352) 392-HELP - select option 2
 - <https://lss.at.ufl.edu/help.shtml>

Discussion Boards (Ungraded)

In certain circumstances, further clarity may be needed for content that has not been sufficiently discussed in class. Discussion Boards will be posted on Canvas to optimize student learning experiences. **Planned Discussion Boards are pre-scheduled for content related to *Variables and Measurement (9/20)* and *Reliability and Validity (10/18)*.** Additional Discussion Boards will be scheduled as per class and/or instructor preference. Discussion Boards will focus on specific content that allows for student-to-student dialogue (monitored by course instructor) to increase understanding of the topic. Material from Discussion Boards can be brought into following class if indicated. Discussion Boards will enhance student learning experiences based on individual learning styles. These Discussion Boards will not be graded and students are not required to post, however intellectual contributions are encouraged to guide class discussion.

Discussion Board (Graded)

There will be two graded Discussion Board assignments over the course of this semester. Students will be required to attend Rehabilitation Science Seminars scheduled for **October 11** and **November 8**. Discussion Board assignments will require students to identify areas of EBP covered in class and respond to related questions based on presentation.

General Review and Office Hours

Discussion boards will be used over the duration of the semester to enhance class learning and serve as format for structured review of course material. Dr. Beneciuk will participate in a student guided review session before each examination and is available for individual meetings by appointment.

ACADEMIC REQUIREMENTS AND GRADING

Projects

- These are group projects consisting of 3-4 students.
- Participation from all group members is expected.
- If individual group member participation is a concern, communicate with Dr. Beneciuk ASAP.
- Refer to individual grading rubrics in Canvas.
- Appraisal Projects (Projects #3 and #4) will incorporate data presentation emphasizing critical analysis of a peer-reviewed journal article and providing rationale for analysis based on specific content areas (i.e., diagnosis, prognosis). Projects also incorporate presentation of how data reported may influence clinical application. A standard rubric is used for each project to ensure consistent assessment methods.

Project #1 – Involves development of a focused clinical question related to your group’s area of interest using the PICOTS format. Groups will be provided class time to work on Project #1 on September 6 and it will be due at end of class on **September 6** (submitted through Canvas).

Project #2 – Involves efficient searching for the best available evidence related to your group’s area of interest using various search engines. Groups will be provided class time to work on Project #2 on September 13 and it will be due before class on **September 20** (submitted through Canvas).

Project #3 – Involves appraisal and interpretation of a diagnostic journal article and group presentation. Project #3 will be due before class on **November 8** (submitted through Canvas).

Project #4 – Involves appraisal and interpretation of a prognostic journal article and group presentation. Project #4 will be due before class on **December 6** (submitted through Canvas).

Quizzes

There will be several pop quizzes administered through Canvas related to previous class or pre-class reading content.

Graded Discussion Boards (n = 2)

There will be two graded Discussion Boards over the course of this semester with grading rubrics provided in Canvas.

Grading

Requirement	Due Date	Potential Points	Percent of Final Grade
Project #1	September 6	50	10%
Project #2	September 20	50	10%
Exam #1	October 4	100	25%
Project #3	November 8	50	10%
Project #4	December 6	50	10%
Quizzes	Prior to start of class	30	5%
Discussion Boards	TBD	20	5%
Exam #2	Finals Week	100	25%
450 (Total Possible Points)			100% (Total)

Points Earned	418.5-450	405-418	391.5-404.5	373.5-391	360-373	315-355.5	270-314.5	0-269.5
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

More information on UF grading policy may be found at: [UF Graduate Catalog](#)

Exam Policy

Multiple assessment methods are used to allow students opportunities to display application of their knowledge in this class. Written exams (n = 2) will incorporate multiple choice, short-answer, and simple calculation interpretation questions.

Respondus LockDown Browser

This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for exams).

Download Instructions

Download and install LockDown Browser from this link: [Download Respondus](#)

Once Installed:

- Start LockDown Browser
- Log into to Canvas
- Navigate to the exam

To take an online test, start LockDown Browser and navigate to the exam. **You won't be able to access the exam with a standard web browser.** If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Guidelines when taking online exam:

- Select a location where you won't be interrupted.
- Before starting test, know how much time is available, and that sufficient time is allotted to complete.
- Turn off all mobile devices, phones, etc. and do not have them within reach.
- Clear your area of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- Video tutorials and other resources are located in Canvas under LockDown Browser.
- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area.
- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product. If your problem is with a webcam, select "Respondus Monitor" as your product.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it.
- UF e-Learning also provides student help (Monday-Friday: 7:00AM – 12:00AM) (Weekends: 8:00AM – 8:00PM). Phone: 352-392-4357 or email: learning-support@ufl.edu

Policy Related to Make up Exams or Other Work

Make up exams or other work is not assigned or allowed to replace required assignments and will only be considered in extenuating circumstances and approved by Dr. Beneciuk. Personal issues related to fulfillment of course requirements will be handled on an individual basis. Submission of late assignments (projects) will result in a 10-point reduction in final score; again will be handled on an individual basis depending on extenuating circumstances.

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

Attendance is highly suggested for this class, though it will not be directly monitored. I do expect you to attend and be prepared to participate in all remote class sessions. It is the responsibility of the student to make up any material missed in class. Students are expected to arrive on time for all remote sessions. Students that enter a remote session class after lecture has started may be asked to leave. Personal issues related to the inability to attend class will be handled on an individual basis.

Excused absences must be consistent with university policies in the [UF Graduate Catalog](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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. Laptops may be used in class only for taking notes, viewing slides, or accessing course assigned materials. Cell phones are only allowed in class for audience polling. 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. Faculty recognize the importance of this by incorporating 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 about 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) accessed at: [DPT Student Resources](#)

*Key professionalism areas emphasized in this class: responsibility, communication, and critical thinking.
Lecture dress is required for all class sessions, except exams.*

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, other students and when posting in discussion board threads at all times. 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.

In this class all students submitting a project, quiz or exam are indicating they have neither given nor received unauthorized aid even if this statement is not included and signed.

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

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.

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/>. We have and will continue to use feedback from these evaluations to enhance this course.

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](#) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

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

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
