
University of Florida
College of Public Health & Health Professions Syllabus
PHT 6157: Pathophysiology (2 credit hours)
Spring Semester 2024
Delivery Format: Combination of Synchronous *in-person* class time
and asynchronous video lectures

Course Director(s):

Modules/Weeks 1-8 (before spring break)

Sarah M. Judge, PhD
Research Assistant Professor
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Modules/Weeks 9-15 (after spring break)

Rachelle Studer-Byrnes, PT, DPT, NCS
Board Certified Neurologic Physical Therapist
Clinical Assistant Professor
Assistant Director of Clinical Education
HPNP, Room 1154
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Meeting times: **Wednesday:** 10:00 am – 11:45 am C1-009 Lecture Hall
Exam times and Locations: **Wednesday:** 10:00 am – 11:00am C1-009 Lecture Hall

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

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to educate the physical therapy student on basic pathology and clinical manifestations related to common diseases/conditions. The first half of the course will have a strong emphasis on basic mechanisms of disease, focusing on the role of cellular injury, stress, failed adaptation, and inflammation in the development of disease. The second half of the course will focus on disease and pathology associated with multiple systems including, but not limited to cardiopulmonary, musculoskeletal, endocrine, metabolic, and gastrointestinal. Conditions and diseases discussed throughout the course will include those which may be encountered by the physical therapist in acute care, sub-acute/rehab, home health care, and outpatient settings. This course is a part of the physiology, exercise, and pathology curriculum thread and serves as a pre-requisite for the “Principles of Disease” and “Screening for Referral” courses that are offered in subsequent semesters.

Course Relation to Program Outcomes

This didactic course provides increased breadth and depth in the student's knowledge of pathophysiology, building upon the foundation established in PHT 6935 (Physiology). The primary goal of PHT6157 is to build foundational knowledge and prepare the student to recognize the impact of primary systemic diseases on their patients. A secondary goal is for the student to begin utilizing the concepts of systemic disease to provide patient and caregiver education and to empower the student to use their understanding of human disease to influence clinical decisions. We will review the underlying pathology and clinical manifestations of the systemic disorders most commonly encountered. Patients with systemic diseases may be encountered at any age and in any physical therapy practice setting. This course directly addresses the following standards required by the Commission on Accreditation in Physical Therapy Education (CAPTE), updated most recently in November 2020:

Standard 6(E): The curriculum includes organized sequences of learning experiences that prepare students to provide physical therapy care to individuals with diseases/disorders involving the major systems, individuals with multiple system disorders, and individuals across the lifespan and continuum of care, including individuals with chronic illness.

Standard 7A: The physical therapist professional curriculum includes content and learning experiences in the biological, physical, behavioral and movement sciences necessary for entry level practice. Topics covered include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pathology, pharmacology, diagnostic imaging, histology, nutrition, and psychosocial aspects of health and disability.

Standard 7C: The physical therapist professional curriculum includes content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; system interactions; differential diagnosis; and the medical and surgical conditions across the lifespan commonly seen in physical therapy practice.

Course Objectives and/or Goals

Upon completion of this course, the student will:

1. Utilize principles from the biological sciences to understand pathophysiological processes across the lifespan.
2. Explain relationships among pathophysiological processes, laboratory and diagnostic tests, and clinical manifestations of selected conditions and diseases.
3. Students will be able to use course case studies to explain how pathology relates to implications for the physical therapist and selection of treatment.

Instructional Methods

Asynchronous and in-person lectures will be utilized to deliver course content. In-person class periods will be dedicated to lecture time, classwork and discussion. Graded quizzes will be provided prior to each exam to supplement student learning and will account for 15% of your final grade. A total of 5 exams will be provided (80% of final grade), with each exam accounting for 16% of your final grade. Participation and Professionalism will account for 5% of your final grade.

Our expectation is that you will come prepared for class by reading assigned texts and watching supplemental media files and/or short pre-recorded video lectures prior to class. Learning objectives for each module will be provided and should be used as a guide for studying course material.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date of Class	Module Topic(s)	Module Instructor & Contact person
1	Mon. January 8 th 11:30- 12:00pm HPNP 1104/1109	Introductory Class Session	Sarah Judge & Rachelle Studer-Byrnes
1	Wed. January 10 th 10-11:45am C1-009	Cellular Injury & adaptations	Sarah Judge
2	Wed. January 17 th 10-11:45am C1-009	Inflammation & wound healing	Sarah Judge
3	Wed. January 24 th 10-11am C1-009 & PT Conf Room	Exam #1 (Weeks 1 and 2) Pain (asynchronous)	Sarah Judge Mark Bishop (pain)
4	Wed. January 31 st 10-11:45am C1-009	Immunity, Autoimmunity and Immunodeficiency	Sarah Judge
5	Wed. February 6 th 10-11:45am C1-009	Stress & Disease, Cancer	Sarah Judge
6	Wed. February 14 th 10-11am C1-009 & HPNP 2131	Exam #2 (Weeks 3, 4 and 5) Infection (asynchronous)	Sarah Judge
7	Wed. February 21 st 10-11:45am	Hematology	Sarah Judge
8	Wed. February 28 th 10-11am&PT Conf Room	Exam #3 (Weeks 6 & 7)	Sarah Judge
9	March 4 th - March 8 th SPRING BREAK		
10	Wed. March 13th 10-11:45am C1-009	Problems Affecting Multiple Systems (Fluid, Electrolyte, and Acid-Base Imbalances)	Rachelle Studer-Byrnes
11	Wed. March 20th 10-11:45am	Cardiovascular System	Shakeel Ahmed

	C1-009		
12	Wed. March 27th 10-11:45am HPNP 11004/1109	Endocrine and Metabolic Systems Renal and Urinary Systems	Rachelle Studer-Byrnes
13	Wed. April 3rd 10-11:45am C1-009	Respiratory System	Shakeel Ahmed
14	Wed. April 10th 10-11am C1-009 & HPNP 2131	Exam #4 (Week 10, 11, 12)	Rachelle Studer-Byrnes
15	Wed. April 17th 10-11:45am C1-009	Musculoskeletal Pathology	Rachelle Studer-Byrnes
16	Wed. April 24th 10-11:45am C1-009	GI, Hepatobiliary & Pancreatic Systems	Rachelle Studer-Byrnes
	April 25th/26th	READING DAYS	
17	Wed. May 1 1-3pm HPNP 1104 & 2131	Exam #5 (Week 13, 15, 16) HPNP	Rachelle Studer-Byrnes

Course Materials and Technology

Recommended Text:

Fuller, C.G. K. (2020). *Goodman and Fuller's Pathology* (5th ed.). Elsevier Health Sciences (US). <https://pageburstls.elsevier.com/books/9780323673570>

Required Technology:

This course requires access to online materials and examinations during class. A laptop computer or tablet in good working order with webcam and microphone capability is essential for students in the DPT program.

Please check the **Canvas** e-learning system at the beginning of each week for assigned readings & announcements. The Canvas e-learning system can be accessed at the following link:

<https://lss.at.ufl.edu>

How Should I Study for this Class?

1. Read the assigned text for each module.
2. Watch pre-recorded lectures/media prior to in-person class, and again as needed.
3. Attend class & actively participate.
4. Complete all quizzes.
5. Make sure you can answer the Learning Objectives for each module.
6. Post any questions related to course material in the "Discussions" tab in Canvas. Posted questions will be addressed online & can be discussed further during class or office hours.
7. Use the internet to search for short animated videos (example: on YouTube) that fit your learning style to help supplement your learning on specific topics.
8. Send an email to your instructors to make an appointment for individual help.

ACADEMIC REQUIREMENTS AND GRADING

Quiz Policy

Quizzes (~15-20 questions) must be completed by 11:59 pm on the Monday prior to each Exam. Each Quiz will count toward 3% of your final grade, with Quizzes accounting for a total of 15% of your final grade. While the quizzes should be completed independently, working with other students *between* each quiz attempt to better understand the material is permitted. The Quiz can be submitted up to 2 times, with the highest the two Quiz attempts counted as the final Quiz grade.

Grading

Asynchronous Graded Quizzes	Due Date (by 11:59pm)	% of final grade
Quiz #1 (week 1 & 2 material)	Monday January 22 nd	3%
Quiz #2 (week 3, 4 ,5 material)	Monday, February 12 th	3%
Quiz #3 (week 6, 7 material)	Monday, February 26 th	3%
Quiz #4 (week 10, 11, 12 material)	Monday, April 8 th	3%
Quiz #5 (week 13, 15, 16 material)	Monday, April 29 th	3%
TOTAL QUIZZES		15%
PARTICIPATION/PROFESSIONALISM		5%
Exams	Date	% of final grade
Exam 1 (week 1 & 2 material)	Wednesday, January 25 th	16%
Exam 2 (week 3, 4 & 5 material)	Wednesday, February 14 th	16%
Exam 3 (week 6 & 7 material)	Wednesday, February 28 th	16%
Exam 4 (week 10, 11, 12 material)	Wednesday, April 10 th	16%
Exam 5 (week 13, 15,16 material)	Wednesday, May 1 st	16%
TOTAL EXAMS		80%

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

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.

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>

Policy Related to Make up Exams or Other Work:

- a. Policy Related to Make-up Quizzes, Assignments, and Exam: Quizzes, assignments and exams can only be made up with an excused absence. In extraordinary circumstances it may be possible to take an exam early or late. Please consult with the instructor if necessary. If for any reason you are unable to attend an exam at the last minute, you must notify the instructors as soon as possible. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.
- b. Policy Related to Unexcused Absences: Excerpt from the Student Handbook: *“Unexcused absence: No opportunity to take missed practical, assignments, quiz, exam. Instructors and teaching assistants are not obligated to teach material in class or lab to students with unexcused absences. All absences are assumed to be unexcused unless meeting below criteria: Illness, death in family, special circumstances (must be approved by Professionalism Committee and Instructors)”*

Please note: Any requests for exam make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail the module director within 24 hours of the technical difficulty if you wish to request a make-up.

PHYSICAL THERAPY PROGRAM POLICIES FOR ALL COURSES

The DPT program is provided in a professional environment to foster the development of the professional-in-training. Every class and laboratory is important to facilitate development, and therefore attendance is expected for the scheduled didactic and clinical education experiences. The faculty recognizes that emergencies and appointments may arise, when the student cannot attend class.

In the event of an absence for any reason, the student will be held responsible for any missed content.

Policy Related to Required Class Attendance

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

Attendance:

As adult learners, SPT's must decide how to best use their time to learn the course content. While attendance in this course is not expressly mandatory, students are strongly advised to attend and actively participate in every session, as the pace of class can be challenging. No make-up classes are provided. Per department policy, last-minute illnesses or emergencies leading to an unexpected absence are to be reported by phoning the department at (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.

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

Professionalism and On Campus Face-to-Face

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

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

During synchronous learning sessions, students 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.

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

- 1) Your final grade point average is below 70.
- 2) You cheat.
- 3) Your behavior is unbecoming of a professional physical therapist.

Professional Behavior:

Mastering core areas of professional behavior is critical for a successful transition from the classroom to the clinical setting. We recognize the importance of these behaviors and have incorporated the development, as well as the evaluation, of these professional behaviors into each academic course.

Core areas of professional development and growth:

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills

5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

Professional Behavior is described in the DPT Student Handbook and is exemplified by the following:

1. attendance to classes and labs,
2. timeliness,
3. attentiveness,
4. respectful and polite interaction with peers, instructors, and patients,
5. active learning as demonstrated by questions and discussion,
6. active participation in lab activities,
7. responsibility shown for maintenance, organization, and cleanliness of lab equipment and facilities,
8. leads and/or contributes to lab preparation and clean-up, as requested,
9. appropriate communication with the course instructor when absence from class is unavoidable,
10. appropriate lab and lecture attire,
11. adherence to all university policies,
12. acceptance of self-responsibility e.g., test preparation, seeking of information, seeking assistance when necessary, maintaining professional demeanor, recognizing one's own stressors, et al.,
13. and other attributes as described on Professional Behaviors and Student Responsibilities in the Student manual.

You will receive constructive feedback from instructors for the first observed minor deviation from expected "beginning level" professional behavior (see Professional Development Tool). Repeated deviation from expected behavior will result in the deduction of 1-point from the total class grade and referral to your mentor and Professional Development Committee (PDC) to develop a growth plan to improve behaviors to the expected level. Major/serious deviations from expected behaviors will result in referral to the Dean of Students Office (DSO) and PDC. Major or serious deviations may result in loss of points or letter grade as determined by DSO.

Punctuality is important in both the clinic and classroom. SPTs are expected to arrive to synchronous learning sessions on time (i.e., prior to the instructor initiating class) and to return from breaks on time. The clock in the classroom will be considered the "official" clock. You are encouraged to notify your instructor(s) when appointments/ unavoidable commitments will cause arrival after the starting time or require you to leave early. It is also the instructor's responsibility to begin and end class at agreed upon times and to notify you when schedule changes will occur.

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>

*Unless specified otherwise in writing, all exams are to be completed **independently**. This means that collaboration with or assistance from any other person 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 of Lectures

Students can record videos 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 the 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 and the 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/>.

SUPPORT SERVICES

LEARNING SUPPORT

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.](#)

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 provide to the course instructor to receive accommodation. 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 with 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