

University of Florida
College of Public Health & Health Professions
PHT 6188C: Functional Anatomy 2 (5 credit hours)
 Spring 2024
 Delivery Format: On-Campus
<https://ufl.instructure.com/courses/499265>

INSTRUCTORS

Federico Pozzi, PT, PhD	<u>Phone:</u> (352) 273-6957
Gross anatomy & dissection	<u>Email:</u> fpozzi@php.ufl.edu
	<u>Office hours:</u> By appointment only
	<u>Preferred communications:</u> Email
Mark Bishop, PT, PhD	<u>Phone:</u> (352) 273-6112
Application to human movement	<u>Email:</u> bish@ufl.edu
	<u>Office hours:</u> By appointment only
	<u>Preferred communications:</u> Email
Joel Bialosky, PT, PhD	<u>Phone:</u> (352) 273-8636
Manual therapy	<u>Email:</u> bialosky@php.ufl.edu
	<u>Office hours:</u> By appointment only
	<u>Preferred communications:</u> Email
Mike Hodges, PT, DPT	<u>Phone:</u> (352) 273-6085
Application to movement and manual therapy	<u>Email:</u> mhodges@php.ufl.edu
	<u>Office hours:</u> By appointment only
	<u>Preferred communications:</u> Email

Peer teaching assistant: Gross anatomy & dissection

NAME	EMAIL
Abigail Tucker	abigail.tucker@ufl.edu
Gabriel Munoz	gabriel.munoz@ufl.edu
Connor Brown	cbrown18@ufl.edu
Isabella Luger	isabella.luger@ufl.edu
Taylor Pray	taylorpray@ufl.edu
Sander Simon	sandersimon@ufl.edu
Saige LaPorte	saige.laporte@ufl.edu
Fiona Lennstrom	f.lennstrom@ufl.edu
Morgan DuPont	morgandupont@ufl.edu
Jheovany Hernandez	jh.hernandez@ufl.edu

Peer teaching assistant: Application to Human Movement

NAME	EMAIL
------	-------

Jeet Bhagu	jbhagu@ufl.edu
Kamryn Jonathon	k.jonathan@ufl.edu
Taylor Krafsky	t.krafsky@ufl.edu
Emily Leonard	eleonard@ufl.edu
Henry Nguyen	nguyenhenry@ufl.edu
Dominic Pocci	poccid@ufl.edu

Teaching support and instruction

Graduate TA	
Jill Hayes, DPT, OCS: Movement and manual therapy	jrtheis@ufl.edu
Orthopedic Resident	
Daphne Bricker, DPT: Movement and manual therapy	dbri0004@shands.ufl.edu

Clock hours

Class schedule			
Delivery methods		Days	Time
Gross anatomy & dissection			
Lectures*	In-person	Tuesday / Thursday	8 – 9:15
Cadaver lab**	In-person	Tuesday / Thursday	1st rotation: 9:30 – 10:30 2nd rotation: 10:35 – 11:35 3rd rotation: 11:40 – 12:40 4th rotation: 12:45 – 1:45
Small group (with TA)^	Online, synchronous	Determined with the assigned TA	
Application to human movement			
Movement lab	In-person	Thursday	9:40 – 11:10 12:10 – 1:40 (opposite dissection labs)
Movement lecture	In-person	Friday	8:30 – 9:30
Manual therapy			
Manual therapy Skills lab	In-person	Tuesday / Thursday	8:00 – 9:50 10:00 – 11:50 (sequence of labs TBD)

*, Unless different as noted in the detailed schedule

** , Please note that each cadaver lab group is assigned a different rotation each lab day (see schedule).

^, The TA assigned to your group will communicate the day/time during the first week of class.

Communication guidelines: Faculty and TAs will contact students through Canvas or @ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you know about new messages and announcements. Students should check their ufl.edu email daily.

Prerequisites: Must have a “C” or better in PHT6187 Functional Anatomy 1

PURPOSE AND OUTCOMES

Prerequisites: Participation in this course is limited to students in the Doctor of Physical Therapy program at the University of Florida who have successfully completed PHT6187C, Functional Anatomy I.

Overview

This course is a comprehensive study of human anatomy and the implications of that anatomy for human movement and manual therapy. You will learn the intricacies of the human organism through dissection and laboratory activities designed to lead you through a great adventure of fascinating discovery. Gross anatomy and dissection cover the neuromuscular, musculoskeletal, and cardiovascular anatomy of the back, neck, thorax, abdomen, and pelvic floor. This new knowledge is applied in the context of understanding human movement through laboratory exercises, team learning, and online content. The focus of this second in a series of courses is on understanding complex movement (especially gait) and in application to manual therapies.

Relation to Program Outcomes

This course is foundational for many of the subsequent courses within the DPT curriculum.

Course Objectives

By the completion of this course, the student will be able to:

- Demonstrate appropriate affective behaviors (at the level of 90%) during class lectures, classroom laboratory sessions, dissection lab, student presentations, and classroom and laboratory examinations. These behaviors include but are not limited to respect, consideration, communication, and professionalism. (Please refer to the generic abilities and professional development plan for more details). Students will use feedback to improve their affective skills.
- Define the anatomical and biomechanical terminology and use the terminology appropriately when discussing anatomical content in the classroom and the laboratory.
- Identify and locate the points of osteology.
- Identify bony landmarks and muscles through palpation.
- Discuss the joints of the body, including classification and type, structures (ligaments and others) involved and their functions, and motions occurring at the joint.
- Discuss the plexi indicating trunks, divisions, and cords from which each nerve emerges and give cord segments for each nerve with an asterisk.
- Trace the course of each peripheral nerve finding branches to each muscle innervated and the cutaneous branches. Indicate the area of cutaneous innervation for each cutaneous nerve in the body per region.
- Describe, identify and locate muscle attachments, nerve supply, and actions of muscles in the body per region as described in the muscle chart.
- Describe, identify and locate major arterial and venous structures in the body per region.
- Describe the organs in the body per region.
- Discuss the relationship of structures in the body to one other: (arteries, veins, nerves, muscle layers, compartments, regions)
- Explain the sequence of joint motion and muscle activity at complex joints and during complex movements
- Evaluate human movement for deviations and compensations and hypothesize possible causes for these deviations
- Discuss the implications of changes in the neuromuscular system (injury and healing, aging, etc.) for human movement, and hypothesize possible causes of deviations from typical movement; e.g. gait.
- Define manual therapy
- Describe the mechanisms through which manual therapy may influence pain
- Discuss the historical perspective for the use of manual therapy in physical therapy practice
- Identify and explain definite and relative contraindications for the use of manual therapy
- Apply biomechanical principals to use passive movements of joints arthokinematics for joint testing and interventions used by physical therapists
- Explain and demonstrate muscle-, joint-, and nerve-based interventions used by physical therapists

Instructional Methods

Gross anatomy & dissection

The gross anatomy & dissection module involves:

- **Self-study:** Students are responsible for independently reviewing and studying material on osteology and muscles (origin, insertion, nerve, and action [OINA]) and viewing dissection videos from the dissector guide as specified in the detailed schedule.
- **Lectures:** This course focuses on basic anatomical foundations, emphasizing neuromuscular and musculoskeletal anatomy. Lectures will have a dedicated time when students can ask questions about self-study materials. You are expected to actively participate in lectures.
- **Cadaver lab:** The lab portion of the course involves regional cadaveric dissection focusing on the neuromuscular, musculoskeletal, and cardiovascular anatomy of the back, abdomen, and upper and lower extremities. **Permission to work in the Cadaver Lab is considered a privilege and not a right.** Be respectful of our donors at all times inside and outside of the lab. Please refer to the document on Canvas that highlights the policies and responsibilities of the cadaver lab.
- **Small group discussion (with TA):** You will be assigned to a small group led by TA. Your small group will be required to meet with the assigned TA for an hour each week throughout the semester. The small group will meet either on zoom or in cadaver lab. Your TA will communicate with you to determine the best day/time for the meeting and send the zoom link. You are expected to actively participate in the small group discussion and always have your camera on.

Application to Human Movement

This portion of the class has two pieces.

- **Online component:** Includes lectures and quizzes to provide content material, assignments, and additional resources. These online materials serve as preparation for our "in-person" laboratory sessions. There will be short presentations related to specific content areas. The presentations have been made as voice-over PowerPoint and as recorded presentations. Depending on your browser, you may need to download PowerPoint files and run them as a presentation to hear the audio file.
- **Skills labs:** During labs, we work on palpating surface anatomy, discuss solutions to online assignments, and analyze movement. The way that this works is that you practice on and with your colleagues to understand the complex variety that is 'typical.' Opportunities for application to people who are functioning less than optimally are available through Community Engagement activities.

Manual therapy

This portion of the class has two pieces.

- **Online component:** Includes lectures and quizzes to provide content material, assignments, and additional resources. These online materials serve as preparation for our "in person" laboratory sessions. There will be short presentations related to specific content areas. The presentations have been made as voice over powerpoint or as recorded presentations available through mediasite. A written script will be provided for each recorded lecture with the identical information as that provided in the voice over or recorded lecture. Depending on your browser, you may need to download powerpoint files and run as a presentation to hear the audio file.
- **Skills labs:** During labs, you will apply the covered assessment and intervention approaches to your lab partners. Opportunities for application to people experiencing musculoskeletal pain conditions may be available through participating in Equal Access Clinic.

Dress for labs will be the UFDPT shirt and shorts. We will be disrobing at times to practice specific manual therapy interventions. Consequently, those identifying as females should bring a sports bra to change into for those labs. Gowns and draping are available and used throughout the course to protect your modesty and that of your classmates.

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 instructors, we would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets us 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 professionals.

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, facilitating overall mastery of the course objectives.

DESCRIPTION OF COURSE

Here is the general topic list for each week of the course. Detailed weekly schedules including readings and preparation work are posted in Canvas.

	Content area	
	Gross/Dissection	Movement
Wk1	Lumbar and sacral spines, deep back	Typical gait
Wk2	Cervical spine	Cervical spine, TMJ
Wk3	Thoracic cage, heart and lungs	Thoracic cage, Respiration
Wk4	UE/LE Joints	Healing
Wk5	Abdomen	Gait deviations
Wk6	Pelvic floor	Gait deviations
Wk7	Exams	Gait deviations
Wk8		Running
Wk9	SPRING BREAK	
	Manual Therapy	Movement
Wk10	Introduction; Soft tissue biased	Movement analysis
Wk11	Soft tissue biased interventions	Movement analysis
Wk12	Nerve biased interventions	
Wk13	Joint biased interventions	
Wk14	Joint biased interventions	
Wk15	Dry Needling	
Wk16	Competency	

Required resources

These resources will be used for both fall and spring semesters:

- **Finley's Interactive Cadaveric Dissection Guide.** Senesac C & Bishop M. Copies are available for purchase at: <https://www.clinicians-view.com>; purchase code: f77b778c-73
- **Visible Body Interactive Anatomical software** – You will receive an email with an invitation link to purchase this app. This will give you the student rate and connect you to this course.
- **Color Atlas of Human Anatomy, Vol. 1: Locomotor System.** Platzer W, ed. 8th Edition. Stuttgart: Thieme; 2022. doi:10.1055/b000000629. **Free eBook** at the UF Health Science Center Library: <https://library.health.ufl.edu> (look for eBook, Thieme MedOne Education). **Note:** requires VPN for off-campus access.

- **Color Atlas of Human Anatomy, Vol. 2: Internal Organs.** Fritsch H, Kühnel W, ed. 7th Edition. Stuttgart: Thieme; 2022. doi:10.1055/b000000215. **Free eBook** at the UF Health Science Center Library: <https://library.health.ufl.edu> (look for eBook, Thieme MedOne Education). Note: requires VPN for off-campus access.
- **Color Atlas of Human Anatomy, Vol. 3: Nervous System and Sensory Organs.** Kahle W, Frotscher M, ed. 8th Edition. Thieme; 2022. doi:10.1055/b000000216. **Free eBook** at the UF Health Science Center Library: <https://library.health.ufl.edu> (look for eBook, Thieme MedOne Education). Note: requires VPN for off-campus access.
- **Atlas of human anatomy** Netter, Frank H. (Frank Henry), 1906-1991.; EBSCOhost 2014. **Free eBook** at the UF Health Science Center Library: <https://library.health.ufl.edu>. The eBook link is [here](#). Note: requires VPN for off-campus access.

Recommended resources

- **Trail Guide to the Body.** Biel A. Books of Discovery. Any edition will be very useful for palpation and surface anatomy
- **Kinesiology of the musculoskeletal system: foundations for physical rehabilitation.** Neumann, Donald A. (2002). St. Louis :Mosby.

Note: Each group must have an atlas to bring in the cadaver lab. If you prefer paper books, we recommend buying used copies. There are many atlases to choose from; here are some suggestions:

- Atlas of Anatomy (any edition). Gilroy AM. Thieme
- Atlas of Human Anatomy (any edition). Netter F. Elsevier
- Anatomy: A Photographic Atlas (any edition). Rohen JW. Wolters Kluver

Course Technology

Desktop, laptop, or tablet required to access the online seminar and interview. For technical support for this class, please contact the UF Help Desk at:

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

ACADEMIC REQUIREMENTS

Assignments and quizzes: Throughout the modules of this course, there are several types of quizzes.

- The gross anatomy & dissection modules will have a weekly quiz that will count toward your grade.
- The movement portion of the class will have short mastery quizzes for each concept within the content. Further, there will be quizzes at the end of each module that will count towards your grade.
- The manual therapy portion will have quizzes related to the asynchronous online material which will count towards your grade and are to be completed prior to the class in which the online material is reviewed.

Each of the quizzes will be formative to help with mastery. That means you have up to 3 attempts to get the material correct. If you do not get correct answers on the quizzes, consult your resources - texts, peers, TAs, etc., and post a question to the discussion board so that we can all discuss the concepts.

Cadaver lab examinations: There will be one cadaver lab exams (midterm) to test your accuracy in recognizing structures and anatomical relationships of the human body.

Written examinations: There will be two written examinations (midterm and final). These tests will use multiple choice and short answer questions that combine information provided in both class modules. The final exam is cumulative; expect up to 20% of questions related to the topic discussed in the first part of the semester.

Cadaver dissection: The progress, completeness, and thoroughness of the dissection will be evaluated, counting toward your grade.

Manual therapy competency: There will be one manual therapy competency testing your ability to satisfactorily perform the covered techniques. You will receive a list of all techniques with which you are expected to be competent. The examiner will select one soft tissue biased technique, one nerve biased technique, one non-thrust joint biased technique, and one thrust joint biased technique from this list and assess your competence in each. The competency is pass/ fail meaning successful completion will result in full points applied to your grade. Failure to successfully demonstrate competence in the selected techniques will result in a 20% deduction in this aspect of your weighted grade. You must demonstrate competence to pass the course and will be required to demonstrate competence in any unsatisfactorily performed technique to a TA or instructor at a later date.

Professional Behavior Development Goals: You will meet with your faculty mentor and review your progress towards your professional behavior goals. During that meeting, you will determine the extent to which you are now performing those behaviors and whether the goals remain meaningful or should be updated to continue your progress. More details, including the assessment rubric, are included on the assignment page in Canvas. Expected time: 30 minutes + meeting time with mentor.

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

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 10 points, letter grade, or dismissal from the program as determined by faculty, PDC and/or DSO.**

GRADING

	Overall weighting (% of total)
Assignment and quizzes	30
Cadaver lab examinations	11
Written examinations	45
Cadaver dissection	3

Manual therapy competency	5
Professional behavior goals	6

Point system used (i.e., how do course points translate into letter grades). Grades in eLearning are rounded to the nearest integer for grade calculations.

Percentage Earned	Letter Grade	Points Grade
93-100	A	4.0
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.0
80-82	B-	2.67
70-79	C	2.00
60-69	D	1.0
< 60	E	0.0
...	WF	0.0
...	I	0.0
...	NG	0.0
...	S-U	0.0

More information on UF grading policy may be found at: <https://gradcatalog.ufl.edu/graduate/regulations/>

POLICY RELATED EXAM, MAKE-UP EXAMS, OR OTHER WORK

Exam

Late submissions: Assignments **must** be submitted by the deadline specified on canvas. Late assignments will be graded at the discretion of the instructors.

Technical issues related to submissions: Any requests for make-ups due to technical issues **MUST** be accompanied by UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. The ticket number will document the time and date of the problem. You **MUST** e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Every effort will be made to review exams as a group. This may be outside of class time. Grades given on an exam will not be changed once two weeks have elapsed from the exam date. Please make an appointment to discuss individual answers. The instructor is available for individual review by appointment.

Proctoring: Any examination worth >15% of the overall grade **MUST** be proctored per UF policy. Written examinations will use the Respondus LockDown browser. LockDown Browser is a proctoring service that requires students to download a custom browser to take quizzes and exams. This browser prevents students from copying, pasting, accessing other applications, and/or visiting other websites during the time for the online exam. The software also helps disable other cheating methods, such as virtual machines, remote desktops, screen sharing, screen-recording, instant messaging, and much more. When students start an exam with LDB, the assessment will be displayed in full-screen without the option to minimize the browser until the students submit their work for grading. The browser does not have a menu or toolbar, only providing the options to go back, forward, refresh and stop. When setting up LockDown Browser for an exam, instructors also have the option to use Respondus Monitor, a service that records the exam session and highlights any suspicious activity for the instructor to review. <https://elearning.ufl.edu/instructor-help/lti-request/canvas-learning-tools/learning-tools/respondus-lockdown-browser.php>

Make-up exams and other work

Exam: Can only be made up with an excused absence. In extraordinary circumstances, taking an exam early or late may be possible. 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 concerning class attendance or fulfillment of course requirements will be handled on an individual basis.

Make-up work: is not permitted unless a documented excuse is provided. Coordination in advance with the instructor for make-up work is required whenever possible.

Extra credit/make-up points: are not permitted.

POLICY RELATED TO REQUIRED CLASS ATTENDANCE

Attendance is mandatory. As adult learners in the DPT program, every class and lab period is important to facilitate development, and therefore attendance is expected for the scheduled didactic and clinical education experiences. We strongly encourage students to attend and actively participate in every session.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://gradcatalog.ufl.edu/graduate/regulations/>). Please contact the instructor if you cannot attend the class as soon as possible. Personal issues concerning class attendance or fulfillment of course requirements will be handled on an individual basis. Make an appointment with one of the instructors to discuss your individual circumstances as soon as possible.

Unexcused absence: You are allowed **one (1)** unexcused absence. It will be your responsibility to make up the work that you miss.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Professional behavior is expected at all times. Specific behaviors to Functional Anatomy include:

- Permission to work in the Cadaver Lab is considered a privilege and not a right. Be respectful of our donors at all times inside and outside of the lab. Please refer to the document on Canvas that highlights the policies and responsibilities of the cadaver lab.
- The student is responsible for prompt arrival, regular participation, and attendance in all course activities, with appropriate and judicious use of class and lab time.
- Students are expected to be thoroughly prepared for class. Before coming to class, students are expected to read and study assigned materials as indicated on the course website and syllabus. Students must bring all materials necessary to participate in all class activities effectively.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all other electronic devices at your end; not reading other material during class; meeting deadlines; arranging with the instructor or peer to get materials or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
- Health professional students must treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children, and their families with consideration, confidentiality (HIPPA compliant), and respect.
- Students are expected to actively participate in lectures, labs, and small group discussions. Participation assists students in developing knowledge and skill in interpersonal relationships and communication by relating to one another of various backgrounds, whether students, therapists, supervisors, or professors. Students gain an understanding of relationships in a professional role.
- Lecture notes and PowerPoint slides: are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and small groups.
- Laptops/Tablets: Laptops or computers are essential in this class which has some resources and components taught online.
- Cell Phones: Cell phones should be turned off and not used during class. This includes making or receiving phone calls and texting. Breaks are given throughout the block periods to access/use your phone.
- For Zoom meetings online:
 - Cameras should be on at all times unless there are bandwidth/hardware/software issues that need to be handled on an individual basis. You are responsible for notifying the instructor during

class through the chat. The instructor reserves the right to ask students to turn off their cameras under certain circumstances.

- While it is anticipated that professional physical therapy students will behave with tact and courtesy online, please follow the following guidelines for Internet etiquette:
 - In the real world, we can see facial expressions and gestures and hear the tone of voice. We do not have that extra information online. It is easy to misinterpret the other person's meaning. Be cognizant of how you are communicating to your faculty and peers online.
 - YELLING: Using all capital letters in your writing is considered yelling online. Please make sure your caps lock is off.
 - Flaming (holding a, usually negative, opinion without holding back emotion), yelling, or inappropriate comments are considered disruptive to a professional learning environment. If you are angry or upset about something in this class, make an appointment with the instructor for a telephone conference. Students who disrespect the instructor(s), TA(s), or classmates during discussions will be denied access to the course until the matter can be resolved.

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 upholding 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. 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."

You are responsible for knowing and complying 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 further 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. It will be referred to the Student Conduct and Conflict Committee Through the Dean of Students Office.

Recording of lectures

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/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the course instructor 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.

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.

- The Counseling and Wellness Center 352-392-1575 offers various support services such as psychological assessment, intervention, and assistance for test anxiety. Visit their website for more information: <http://www.counseling.ufl.edu/> Online and in-person help 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 website at: <https://shcc.ufl.edu/>.
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and 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 the 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 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 nondiscrimination 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 an inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: <http://www.multicultural.ufl.edu/>.