

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHT 6395 Special Topics: Emerging Practice in Physical Therapy (1 hour)**  
Semester: Spring 2024  
Delivery Format: Online (eLearning) and On-Campus  
Clock hours: 1030-1130am

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Office Hours:	by appointment	
Preferred Course Communications (e.g., email):	Email	

### **Prerequisites**

This course is open to students enrolled in the UF Doctor of Physical Therapy program who have completed PHT6153 Physiology for Physical Therapists with a grade of C or higher.

### **PURPOSE AND OUTCOME**

#### **Course Overview**

In this course, students will be immersed in emerging areas of rehabilitation and evolving practice patterns for physical therapists. Students will identify emerging practice trends and innovations by attending the UF Seminar series, symposia, and interacting with rehabilitation scientists who will present current research and discuss the implication of findings from that research in the context of physical therapist practice.

#### **Relation to Program Outcomes**

The primary goal of the entry-level DPT program is to prepare students to become practitioners of collaborative, interdisciplinary, evidence-based practice and meet the dynamic needs of physical therapy healthcare consumers; with an expected outcome being that graduates will be independent problem-solvers and critical thinkers. This course fits the goals of the program by exposing students to the rehabilitation science evidence for new rehabilitation methods and interventions and practice, and by exploring how that new evidence for practice will meet the dynamic needs of consumers.

#### **Course Objectives and/or Goals**

By completion of the course students will be able to:

1. Determine at which level of the ICF model a presented area of rehabilitation research is focused
2. Predict which aspects of physical therapist practice will be affected by the emerging practice, e.g., patient examination or intervention

3. Explain the potential impact that presented research findings could have on delivery of healthcare services by physical therapists
4. Provide constructive written and verbal feedback to peers on topics relevant to current and future physical therapist practice

### **Instructional Methods**

This course will use synchronous and asynchronous discussion as the primary instruction method. You will be attending presentations from rehabilitation research scientists throughout this course. These presentations will be drawn from the rehabilitation research seminar series and the Neuromuscular Plasticity Symposium.

Other speakers will be presenting only to our class. Discussions about the presentations and the implications for our practice will occur in small groups as well as among the entire cohort of students enrolled in the course after synchronous presentations to the class have occurred. Key readings will be assigned as pertinent to the topics to be covered and will be determined by the speaker/presenter as the best introductory paper on the topic.

### **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 takes place. 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. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## **DESCRIPTION OF COURSE CONTENT**

### **Topical Outline/Course Schedule**

Here is the current schedule for this course. Note that some weeks do not have an activity, i.e., class or seminar. This is because in other weeks you be required to attend class AND a seminar.

Week Starting	Date of event	Time	Activity	Who	Due Dates
Wk1: 1/8/24	Monday, 1/8/24	Exam-Eval class this week			
Wk2: 1/15/24	Monday, 1/15/24	MLK Holiday			
Wk3: 1/22/24	Monday, 1/22/24	10:30-11:20 am	Class	Course Introduction – Bishop/Smith	
	Wednesday, 1/24/24	12:00-1:00 pm	Seminar	Dr. Karin Gravare Silbernagel	1/29 8am discussions due
Wk4: 1/29/24	Monday, 1/29/24	10:30-11:30 am	Class	Arun Jayaraman, PT, PhD Machine learning in clinical practice	
Wk5: 2/5/24	Monday, 2/5/24	10:30-11:30 am	Class	Alicia Jeffrey, PT, DPT, PRPC Social Media in Healthcare	
Wk6: 2/12/24	Monday, 2/12/24	Exam-Eval class this week			
Wk7: 2/19/24	Monday, 2/19/24	10:30-11:30am	Class	David Fuller, PhD – Gene therapy	
	Wednesday, 2/21/24	12:00-1:00pm	Seminar	Dr. Kendrea Garand	2/26 8am discussions due
Wk8: 2/26/24	Monday, 2/26/24	No Class			
	Wednesday, 2/28/24	12:00-1:00pm	Seminar	Dr. Manuela Corti	3/11 8am discussions due
Wk9: 3/4/24		SPRING BREAK			
Wk10: 3/11/24	Monday, 3/11/24	Exam-Eval class this week			
Wk11: 3/18/24	Monday, 3/18/24	10:30-11:30am	Class	Adam Lauretta, PT, DPT Long COVID	
	Friday, 3/22/24 <b>Attendance required</b>	9:00-12:00pm	Neuromuscular Plasticity Symposium	Yuri Gerasimenko, PhD, DSci University of Louisville  Sue Bodine, PhD University of Iowa	Initial Reflections due Wed. 3/27 at 5pm
Wk12: 3/25/24	Monday, 3/25/24	No Class			Peer reviews due 4/5 5pm
	Wednesday, 3/27/24	12:00-1:00pm	Seminar	Dr. Chiung-ju Liu	4/1 8am discussions due

Wk13: 4/1/24	Monday, 4/1/24	10:30-11:30am	Class	<b>Dr. Meryl Alappattu</b> Gender-inclusive care	
Wk14: 4/10/24	Monday, 4/8/24	<b>No Class</b>			
	Wednesday, 4/10/24	12:00-1:00pm	<b>Seminar</b>	<b>Dr. Nicole Stetten</b>	4/15 8am discussions due
Wk15: 4/15/24	Monday, 4/15/24	10:30-11:30am	Class	Semester wrap-up	4/19 Final NMPT reflection due
	Monday, 4/15/24	12:00-5:00pm	<b>PHHP Research Days</b>		
	Tuesday, 4/16/24	12:00-5:00pm	<b>Choose 1 to attend - optional</b>		
Wk16: 4/22/24	Monday, 4/22/24	<b>No Class</b>			
	Wednesday, 4/24/24	12:00-1:00pm	<b>Seminar</b>	<b>Dr. Emily Fox</b>	Independent Futurist due 4/24 at 5pm 4/29 8am discussions due

## Course Materials and Technology

You will need access to the internet and a computing device to access online presentations and to access the Canvas page for this course.

## READINGS

An article will be assigned each week as determined by the speaker to give background information related to the topics to be discussed. Please turn on your notifications in Canvas so that you know when these have been distributed. Estimated time for readings: 6 minutes per page.

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

## Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### Discussion Boards:

We will create “discussion boards” in Canvas relevant to each Rehab Seminar for Spring 2024. After each seminar, you will use the “discussion boards” to discuss your impressions of how the new technology or discovery featured in the Seminar may influence how we practice rehabilitation and why. You are expected to make 4 contributions per Seminar – express your opinion and respond to the opinions of others.

- You are expected to be an active participant in each week’s discussion. Please think of these posts as an opportunity to explore and build on the research you just learned about and class discussions. Participation is a matter of not only quantity of posts (having a presence), but also quality of posts.

What constitutes high quality participation in an online discussion? High quality discussion is:

- Substantive in content.
  - While it’s nice to give brief feedback like “thanks” and “good idea” to your classmates and such messages are not discouraged, they do not count toward your graded contributions. However, you’re not expected to write an essay. You’re just expected to back up your examples and opinions with sufficient evidence/support that your reader will believe in what you say.
- Thoughtful and well composed.
  - Spelling and grammar counts.
- Responsive either to the topic or to someone’s reply.

- You should be engaged in dialogue with others, not just replying to the initial discussion question. Indeed, it can get mighty redundant in some instances if everyone replies to the initial prompt, and no one replies to each other.
- An extension of the conversation in meaningful ways. Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. And questions are just as meaningful and valuable as posts that offer up one's knowledge!

Treating each other with respect is expected at all times.

Neuromuscular Plasticity Symposium:

<https://pt.phhp.ufl.edu/current-students/seminar-series/annual-neuromuscular-plasticity-symposium/>

While not all physical therapists generate original research, as doctorally-prepared, autonomous practitioners and experts of the movement system, they are expected to be consumers of the evidence, critically evaluate it, apply it to their practice, and interpret it to their stakeholders. It is an expectation that physical therapists will remain abreast of science relevant to their area of practice.

Each year, internationally renowned experts in the field of neuromuscular plasticity and rehabilitation are invited to present a keynote talk in morning. In the afternoon, trainees from across the University present their ongoing research related to rehabilitation. For this assignment **attendance is required at the morning seminars. There is no opportunity to view the program remotely, or to make up the assignment: please schedule accordingly.** You will not be expected to attend the poster session but are strongly encouraged to do so. Look for information from your instructors in Neuroscience and Functional Anatomy regarding "guided tours" of the research poster presentations.

Choose **one speaker** presentation to complete your reflection. This reflection papers should be no more than **2** A4 pages (1-inch margins, 11-point Arial font).

Papers should address the following:

1. In which level/component of the ICF model was the content based? Give examples of why you think that to be the case.
2. Describe the technology or research area discussed
  - a. How does the technology or findings relate to rehabilitation?
  - b. How does the technology or findings relate to physical therapist practice specifically?
3. Why did you choose this topic? How is it relevant to your current interests or area of focus?
4. Is the technology or area of research described able to be incorporated into current practice areas?
 

If YES: Which areas of practice are currently impacted by the findings or technology? Which areas might be affected in the future?

If NO: Where might future applications of the technology or research findings be incorporated into practice?

Please refer to the grading rubric posted on Canvas to identify how this assignment will be evaluated.

Initial reflection of Symposium is due **3/27/24 at 5pm**. Estimated time to complete: 3hrs for presentations; 30mins/page

Peer Review of Symposium Reflection: You will be assigned 2 NMPT Symposium reflections to review, using the guided rubric that is posted on Canvas. Reviews will be assigned at 5:01pm on Wednesday 3/27/24  
Peer reviews are due **4/3/24 at 5pm**. Estimated time to complete; 20-30mins per review

Final submission reflection of Symposium: due **4/19/24 at 5pm**. Estimated time to completion; 30mins/page

Independent Futurist: Optional Extra Credit

Attend at least one "speed presentation" session at the PHHP Research Days (April 15-16, 2024; times TBA).

Submit brief summaries (1/2 page) of TWO presentations you observed during the session. In your summary, include the presenter and title of the presentation, the technology or research area that was discussed, and how the technology or findings relate to rehabilitation. Refer to the grading rubric posted in Canvas.

Due **Wednesday 4/22/24 at 5pm**

Estimated time to complete: 20-30 minutes for the presentation; 15 minutes/ summary

### **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). Constructive feedback will be documented in a Professional Incident Report (PIR) within the DPT program. Repeated deviations from expected behavior will result in the deduction of 2-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.

### Grading

Requirement	Due date	Proportion of final grade (% must sum to 100%)
NMPT Initial reflection	3/27; 5pm	10
NMPT Peer reviews	4/5; 5pm	10 (5 points each)
NMPT Final submission	4/19; 5pm	10
Discussion board	Ongoing	50
Professional behaviors	Expected	See above

Point system used (i.e., how do course points translate into letter grades).

Percentage Earned	Letter Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
70-79	C	2.00
60-69	D	1.00
Below 60	E	0.00

Points will be rounded to one decimal place to determine your letter grade. More information on UFDPT grading policies may be found in the UFDPT Student Handbook.

#### Late Submission Policy

Late submissions will receive a maximum of 50% of the assigned points.

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

Students missing class because of an emergency or excused absence should contact the instructor regarding the process to complete missed exams, quizzes, or assignments and with fellow students to obtain class notes/hand-outs.

The ability to make up material through an unexcused absence is at the instructor's discretion and will be determined on a case-by-case basis.

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

#### Policy Related to Required Class Attendance



Attendance is MANDATORY, and all classes, seminars, and special events are expected to be joined in-person. Only excused absences will be allowed, and students will need to submit the necessary documentation for these absences. Please contact the instructor as soon as possible if you are unable to attend a class for any reason. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Unexcused absences will result in the loss of 1 professional behavior point/class.

Please note all faculty are bound by the UF and UFDPT policies for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>).

### STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT IN THIS CLASS

1. Zoom meetings online: Zoom is a last-resort mode for emergencies only and should not be expected for routine use.
  - A. Etiquette - During lecture and discussion periods all cameras are to be on, unless there are bandwidth/hardware/software issues that need to be handled on an individual basis. You are responsible to notify the instructor during class through the chat. The instructor reserves the right to ask students to turn off their cameras under certain circumstances.
  - B. 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, gestures, and hear 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.
    - Flaming is an expression of a strongly held (usually negative) opinion without holding back emotion.
    - YELLING: Using all capital letters in your writing is considered yelling online. Please make sure your caps lock is off.
    - If you are angry or upset related to something in this class, make an appointment with the instructor. Students who are disrespectful of the instructor(s) or fellow classmates during discussion will be denied access to the course until the matter can be resolved.
2. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities.
3. **Students are expected to be thoroughly prepared for class.** Students are expected to read assigned materials and the speaker's bio, as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class online meetings.
4. Professional work habits also include being on time for class and staying until class is dismissed; being courteous; turning off all other electronic devices at your end; not reading other material during class; meeting deadlines; arranging with 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.
5. Students are expected to actively participate in class and small group discussions. Participation assists students to develop 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.

6. Lecture notes and/or Power Point 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.
7. **Cell Phones:** Cell phones should be turned off and not used during class time or during seminars and special events. This includes making or receiving phone calls and/or texting. Breaks are given throughout the block time periods to access/use your phone.

### **Communication Guidelines**

Some work in this course is online. This does not mean that conventions for professional communication among peers and with faculty and teaching assistants is suspended when using discussion boards, chats, or email. Consider the use of discussion boards and chats to represent professional communication as outlined in the DPT student handbook. In addition, the following resource provides a guideline of acceptable online course communication etiquette: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Academic Integrity**

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

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

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

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

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

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

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

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

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered

by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### **Policy Related to Guests Attending Class:**

Only registered 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>

#### **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 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>. Online and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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

### **Inclusive Learning Environment**

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