

University of Florida
College of Public Health & Health Professions Syllabus
SPA 5225 – Speech Pathology: Stuttering (3.0 credit hours)
Fall 2021

Delivery Format: On-campus (Primarily Classroom/Traditional)

Course Website: <https://ufl.instructure.com/courses/436360/>

Section: 14E9

Class number: 18171

Class Time: M, Periods 7 to 9 (1:55 pm – 4:55pm)

Classroom: HPNP G210

Instructor: Kenneth J. Logan, Ph.D., CCC-SLP

Email: klogan@ufl.edu

Office Room Number: 4132 HPNP

Office Phone Number: 352-273-6561

Preferred Mode of Course Communication: Email (klogan@ufl.edu or via Canvas mail)

Office Hours: Thursdays 1 to 3 p.m. or by appointment

Teaching Assistant: None

Course Prerequisites: Successful completion of coursework on the normal bases of speech and language; introductory coursework in speech-language disorders.

PURPOSE AND OUTCOME

Course Overview

This course deals with neurodevelopmental stuttering and other disorders that affect speech fluency. Students will develop the knowledge and the skills needed to provide effective, evidence-based services to people who stutter or who have other fluency concerns.

Instructional Methods

On-campus (Primarily Classroom/Traditional) Portions of the class will feature “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.

Relationship between Course Objectives and Program Outcomes/Clinical Certification Standards:

Outcome #	Outcome
IV-B	Knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
IV-C	Knowledge of the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of fluency disorders.
IV-D	Knowledge of the principles and methods of prevention, assessment, and intervention for people with fluency disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder.
IV-E	Knowledge of standards of ethical conduct.
IV-F	Knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice for individuals with fluency disorders.
IV-G	Knowledge of contemporary professional issues pertaining to fluency disorders.
V-A	Skills in oral and written communication sufficient for entry into clinical practice.
V-B	Skills associated with fluency-related assessment, prevention, and intervention processes and activities.


COURSE OBJECTIVES. *By the completion of the course, students will be able to:*

	Knowledge Objectives	CCC Standard(s)
1.	Compare/contrast basic concepts related to <i>fluency, disfluency, stuttered and cluttered speech</i> .	IV-B, IV-C
2.	Describe the biological, neurological, acoustic, psychological, developmental, linguistic, communicative, and cultural correlates of fluency in typical speakers.	IV-B, F
3.	Describe the neuroanatomical and neurophysiological bases of fluent and disfluent speech.	IV-B, F
4.	Describe two current theories/models of stuttering.	IV-C, F
5.	Describe the roles of cognitive and emotional factors in the expression, assessment, and treatment of fluency disorders.	IV-C, IV-D
6.	Describe the biological, neurological, acoustic, psychological, developmental, linguistic, communicative, and cultural correlates of stuttering, cluttering, and other fluency disorders.	IV-C, F
7.	Describe principles and characteristics that are associated with establishment of an effective working-alliance with clients who have impaired fluency.	IV-D, E, F
8.	Describe how prevention concepts are applied to intervention with people who stutter.	IV-D, F
9.	Describe the principles and methods used to assess fluency in individuals across the lifespan, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorder	IV-D, F

10.	Describe the diagnostic criteria associated with stuttering and cluttering.	IV-D, F
11.	Discuss factors that affect prognosis/response to treatment for fluency-impaired individuals.	IV-D, E, F
12.	Describe nine evidence-based principles that guide stuttering intervention.	IV-D, E, F
13.	Describe counseling principles and methods that are used in stuttering intervention.	IV-D, E, F
14.	Describe caseload selection and intervention planning processes for individuals who have impaired fluency.	IV-D, F, G
15.	Describe how evaluation and treatment procedures can be adapted to meet the needs of individuals who stutter.	IV-D
16.	Describe procedures for implementing specific stuttering intervention strategies.	IV-D
17.	Describe how interprofessional practice concepts are incorporated into stuttering treatment.	IV-D, F
18.	Describe criteria for determining when to refer individuals who stutter for other professional services.	IV-D, E, G
19.	Discuss approaches that have been used to evaluate the effectiveness of fluency intervention.	IV-D, F
20.	Describe the outcomes associated with contemporary stuttering intervention approaches.	IV-D, E, F
Skill Objectives		
1.	Communicate information about fluency performance clearly and accurately to other adults orally and in writing.	V-A
2.	Collect and integrate case history information pertaining to fluency impairment.	V-B
3.	Select and administer appropriate fluency assessment procedures.	V-B, IV-C,D,F
4.	Interpret, integrate, and synthesize assessment information to develop diagnoses and make appropriate recommendations for intervention.	V-B, IV-C,D,F
5.	Develop intervention goals that are measurable, achievable, and suited for clients' needs.	V-B; IV-C,D,F
6.	Apply prevention and counseling strategies that are used with people who stutter.	V-B; IV-C,D,E,F
7.	Evaluate and measure fluency performance in individuals who have impaired fluency.	V-B; IV-C,D,F
8.	Integrate information about typical and atypical development to diagnose different types of fluency disorders.	V-B, IV-B,C
9.	Model commonly used techniques and strategies that speech-language pathologists use to treat stuttering.	V-B, IV-C
10.	Design comprehensive, individualized intervention plans for children, teens, and adults.	V-B

TOPICAL OUTLINE/COURSE SCHEDULE

Week	Date(s)	Topic(s)	Readings	Other Assignments
1	8/23	Conceptualizing Fluency	Chapters 1 & 2	Skill-Building Activities 1, 2, & 3
2	8/30	Fluency & Disfluency in Typical Speakers	Chapters 3 & 4	Skill-Building Activities 4 & 5 Reflection 1
3	9/6	<i>Labor Day – No Class</i>	--	Reflection 2 Skill-Building Activities 6 & 7
4	9/13	Stuttering: Characteristics	Chapter 5	Skill-Building Activities 8 & 9
5	9/20	 Stuttering: Correlates & Consequences ¹	Chapter 6	Reflection 3 Skill-Building Activities 10 & 11
6	9/27	Stuttering: Epidemiology & Etiology	Chapter 7	Skill-Building Activities 12 & 13
7	10/4	Other Fluency Disorders: Acquired Stuttering, Cluttering, & Other Concerns	Chapters 8, 9, & 10	Reflection 4) Skill-Building Activities 14 & 15
8	10/11	Assessment: Protocols & Data Collection	Chapter 11	Exam 1 (on 10/11, 60 minutes) Skill-Building Activities 16 & 17
9	10/18	Assessment: Data Analysis (Describing Client Performance)	Chapter 12	Skill-Building Activities 18, 19, 20 & 21
10	10/25	Treatment Planning & Clinical Counseling	Chapters 13 & 14	Reflection 5 Skill-Building Activities 22 & 23
11	11/1	Intervention Principles and Strategies	Chapter 15	Reflection 6 Skill-Building Activity 24
12	11/8	Counseling People who Stutter	Chapter 16	Skill-Building Activity 25
13	11/15	Intervention with Children <i>(Class meets in Communicore CG – 67)</i>	Chapter 17	Reflection 7
14	11/22	 Intervention with Teens and Adults ¹	Chapter 18	--
15	11/29	Maintaining Treatment Gains	--	Assessment Demonstration Project Due
16	12/6	Treating Cluttering; Emerging Treatments	--	Treatment Demonstration Project Due
12/13-17		EXAM Week		Demonstration Feedback Meeting

¹Topics preceded by the  icon are recorded lectures or online activities that take place during the week indicated on the course schedule.

COURSE MATERIALS AND TECHNOLOGY

Required

- Logan, K. J. (2022) *Fluency disorders: Stuttering, Cluttering, and Related Fluency Disorders*. San Diego: Plural Publishing.

Recommended

- Recommended readings will be listed on the weekly Canvas Pages and available through UF Library Reserve.

Most lecture-related materials will be accessible via the course Canvas website. Most of the required skill building activities are available as a free supplement to the required textbook. Others will be distributed in class or via Canvas. Demonstration activities may require download of free software. Recommended readings require access to the UF Libraries (remote desktop connection necessary for off-campus access).

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

- 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 and Grading

1. **Class Reflections:** Students write a series of seven 1- to 2-page reflections that pertain to key content or issues from recent course content. The specific requirement for each reflection will be explained in class and/or via the Canvas Assignment tool. Responses are to be written in your own words. Collaboration with classmates or copying from external sources is not permitted.
 - a. **Due dates:** See due dates on Course Schedule.

- b. **Grading:** 10 points each, 70 points total, **15% of your overall course grade.** Submissions graded on 10-point scale for accuracy (4), completeness (4) and clarity/organization (2). Submissions earning a score of < 8 will need to be revised and resubmitted.
2. **Midterm Exam:** Students will complete an examination that lasts 60 minutes. Administration will be on paper, in the classroom. Exam questions will assess students' knowledge of critical facts and concepts from weeks 1 through 7.
- a. **Due date:** Monday, October 4, individually administered
- b. **Grading:** 100 points total, **25% of your overall course grade.** Exam responses will be graded for correctness and completeness. Scores < 77% will trigger the need for completion of additional remedial work so that you can demonstrate satisfactory attainment of the clinical certification requirement pertaining to knowledge of fluency disorders.
3. **Skill-Building Activities:** Students will complete a series of skill-building activities that are designed to develop the ability to perform key clinical skills that pertain to the assessment and treatment of people with fluency concerns. Most activities are available as a supplement to the required textbook.
- a. **Due dates:** See due dates on Course Schedule and in Canvas.
- b. **Grading:** 1 point each, 25 points total, **25% of overall course grade.** Submissions will be graded on pass/fail basis. Pass grades will be assigned to submissions that contain few errors overall and no major conceptual mistakes. Fail grades may trigger additional remedial work so that you can demonstrate satisfactory attainment of the clinical certification requirement pertaining to assessment or treatment of fluency disorders.
4. **Demonstration of Clinical Skills Project:** Students will complete a two-part project that entails real-time/live demonstration of key skills that pertain to clinical service provision with people who stutter. **Part 1** involves demonstration of key assessment skills. **Part 2** involves demonstration of key treatment skills and counseling techniques used with people who stutter.
- a. **Due dates:** See due dates on Course Schedule and in Canvas.
- b. **Grading:** Part 1 is worth 17 points, Part 2 is worth 18 points (35 points total). Overall, this project is **worth 35% of your course grade.**

Mapping of Course Assessments to Clinical Certification Standards

Standard	Standard Content	Assessment			
		Reflections	Exam	Skill Building Activities	Demonstration Project
IV-B	Knowledge of basic human communication processes	x	x	x	x
IV-C	Knowledge of etiologies & characteristics of disorders/differences	x	x	x	x
IV-D	Knowledge of prevention, assessment, & treatment methods	x	x	x	x
IV-E	Ethical issues	x			x

IV-F	Research processes	x			x
IV-G	Contemporary professional issues	x	x		x
V-A	Oral and written communication skills	x	x		x
V-B	Demonstration of clinical skills			x	x

Point System Used

Percentage of Course Points Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Grades and Graduate School Standing: 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.

Grades and Attainment of Clinical Certification Standards: Your performance on class assignments/tests is used to document your attainment of specific Clinical Certification Standards.

If you perform below passing on an assignment that is used to assess your knowledge or skill development for a CCC-related standard, you will be asked to complete additional remedial work until you can demonstrate competency for that standard. This remedial work will be required regardless of whether your overall course grade is in the passing range.

Completion of any remedial work you are assigned may occur during the semester, during the final exam period allotted for this course, or after the course has been completed. Your performance on the remedial work will be used to document your overall attainment of the program's knowledge and skills objectives that are used in determining your attainment of clinical certification standards but will not alter your course grade (the latter will be determined based on your performance on graded course activities).

Converting Course letter grade to Grade point weight on academic transcript

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

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

Policy Related to Make up Exams or Other Work

- Course assignments, projects, and the Mid-term exam are due by the date indicated on the course syllabus or accompanying assignment/quiz page in Canvas. Assignments other than the Mid-Term Exam have a one-day grace period for submission (see dates for each assignment in Canvas).

Repeated late-submissions of assignments via use of the grace period may lead to a remediation plan related to the student's adherence to professionalism standards.

- If you are unable to meet a deadline due to illness or emergency, you are expected to contact the instructor no later than one day after the due date to discuss arrangements for rescheduling a new due date. Unexcused absences for examinations will be graded as a "0." Assignments that are submitted after the grace period described above without prior instructor approval for late submission, will be lowered one letter grade.
- Make-up examinations following illness or emergency will be offered at a time determined by the instructor, and it is possible that the format of the make-up examination will differ from that of the original examination.
- Any requests for make-ups or deadline extensions 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 in class is required each week and will be monitored weekly by the instructor using the class roster. Classes will start promptly at 1:55 p.m. Students are expected to be in the classroom at that time. If you are not able to attend class, you are required to notify the instructor (preferably in advance of the start of the class). If you have more than two unexcused absences, your course grade will be lowered by one letter grade interval (e.g., A- goes to B-).
- In our graduate program, class attendance is factored into the program's assessment of students' *professionalism*. ASHA's standards for clinical certification include expectations for professional behavior and interaction with colleagues; thus, students who repeatedly do not meet expectations concerning attendance in class may be placed on a remediation plan to improve their performance with respect to this clinical certification standard.
- Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

- Once in class, students are expected to engage fully and participate actively in class activities, and to refrain from engaging in extraneous activities such as checking social media websites, reading texts and emails, and so forth. In our graduate program, students' engagement in class activities (i.e., participation) are factored into the program's assessment of their *professionalism*. ASHA's standards for clinical certification include expectations for professional behavior and interaction with colleagues. Students who repeatedly do not meet expectations for participation and engagement in class will be placed on a remediation plan that is designed to improve their performance with respect to this clinical certification standard.

Communication Guidelines

- Student inquiries about course activities should be made via email (preferred) or by phone. All email inquiries about course-related activities should be done using your UF email account.

- Collegial, respectful working environments are a key to effective, healthy work environments. Students are expected to interact with the professor and with classmates in a professional, respectful manner always. Portions of our class and certain class activities may be conducted online. In such cases, [UF's Netiquette Guidelines](#) apply. Many of the general principles in the Guidelines document apply to in-person class and clinic settings as well. Students who repeatedly do not meet expectations for interpersonal communications will be placed on a remediation plan that is designed to improve their performance with respect to this clinical certification standard.

Academic Integrity

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

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

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

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

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

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

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

Professionalism and COVID

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 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.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of

the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

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>. On line 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