University of Florida
College of Public Health & Health Professions Syllabus

CLP 6529, Applied Multivariate Methods In Clinical Psychology (3 credit hours)
Section Number: 023C, Fall: 2014

Meeting time/place: Wednesdays Periods 9-10 (4:05-6:05 pm, HPNP G103)
Optional review session with TA: Mondays 5:10-6:00 pm, HPNP 1101

Delivery Format: Blended learning/flipped classroom
Course Website or E-Learning: http://lss.at.ufl.edu

Instructor Name: Michael Marsiske
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Office Hours: By appointment
Teaching Assistants:
TA1: Tian Lin (lintian0527@ufl.edu)
Preferred Course Communications: Email

Prerequisites Student must have successfully completed CLP 6528. All others must petition.

PURPOSE AND OUTCOME

Course Overview. This course examines the application of multivariate methods to the analyses of psychological data. The course will begin with a brief review of the matrix algebra concepts, the general linear model, and multiple regression. Major emphasis will be given to (1) the multivariate analysis of variance (MANOVA) and its extensions (ANCOVA, Repeated Measures Analysis of Variance), (2) hierarchical mixed effects models, and (3) factor analysis in its various forms (principal components, exploratory factor analysis, confirmatory factor analysis, structural equation modeling). Special topics may be covered throughout the course, if time and interest allow. As an applied course, emphasis will be less on formulae and their derivation, and more on the review of (1) major assumptions, (2) the conditions under which the analysis might be appropriate, (3) implementation of the analysis in major statistical packages (SPSS, AMOS), and (4) interpretation of analyses.

Relation to Program Outcomes. This course is required in Counseling Psychology, and can fulfill an “advanced statistics” requirement in Clinical and Health Psychology.

Course Objectives and/or Goals

Content domains: MANOVA and multivariate repeated measures of variance, discriminant function analysis, mixed effects/random effects modeling (hierarchical/between and longitudinal applications), principal components analysis and exploratory factor analysis, confirmatory factor analysis, structural equation modeling and mediated regression, multi-group CFAs

Dimension	**Objective**	**Learning activity/ies**	**Evaluation**
Knowledge	**Read** textbook and primary source meetings; class powerpoints and transcripts. **Identify** the major topics covered each week and the relationship to the course roadmap **Reproduce** simple analysis demonstrated in lecture	Online lectures, online demonstrations, weekly TA review sessions, readings	Self-testing and mastery learning; multiple-choice examination
Comprehension	**Define** the major concepts/terms each week **Describe** the appropriate situations in which to use techniques demonstrated **Differentiate** among different approaches (e.g., different kinds of analysis strategies) and their strengths and weaknesses	Online demonstrations , In-class discussion weekly TA review sessions, readings	Self-testing and mastery learning, in-class practice exercises, multiple-choice examination
Application	**Calculate** major coefficients and summary statistics **Chart** key findings and interpret **Choose** the best analysis for a given situation **Extend** basic analysis situations demonstrated in class to more complex data problems	Online demonstrations , Hands-on class sessions, Team-based problem solving, weekly TA review sessions	Self-testing and mastery learning; in-class practice exercises, data analysis homework (output generation)
Analysis	**Break down** the multiple results of a data analysis into constituent pieces **Interpret** the results of analyses with regards to the substantive questions being asked **Recommend** next steps or areas in need of clarification to improve the analysis	Team-based problem solving, In-class discussion, coaching/mentoring	Peer-review and group self-evaluation, data analysis homework (analysis selection and output interpretation)
Synthesis	**Collaborate** with group members to determine the best	Coaching/mentoring, Team-based	Multiple choice examination

Dimension	Objective	Learning activity/ies	Evaluation
	solution to a complex problem **Combine** multiple sources of information (e.g., information regarding distributions and analytical question) **Construct** an appropriate analysis strategy for a multi-part data problem **Model** independent/dependent variable relationships using the appropriate techniques given distributions and questions	problem solving	(questions combining multiple aspects of the course); homework (multi-component data-analysis problems); personal data application exercises
Evaluation	**Appraise** the quality of the data and the admissibility of solutions generated **Assess** the fit/quality of the solution and recommend next steps **Compare/contrast** solutions generated under multiple approaches to transformation or data analysis **Prioritize** and select the best choice for data analysis, given available data and distribution and research question.	Coaching/mentoring, Team-based problem solving	Homework (data-analysis problems requiring you to judge effectiveness of the solution); group self-evaluation discussions; personal data application exercises

Instructional Methods

This is a blended learning course. Specifically, it uses a flipped classroom (lectures online, in person meetings for collaborative problem solving)

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 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 me? 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 will 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.

Things to keep in mind. Because I post material on line, you can go back and review it as many times as needed to feel comfortable with the material prior to the live class. Please keep in mind that you have to allocate your time wisely to take full advantage of the blended learning approach.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

(note: Readings are sometimes on topics ahead of the current week, to help prepare you for later weeks)

Week	**Class meeting**	**Date to complete online lecture by**	**Topic(s)**	**Readings: Required *I Recommended***	**Assignment due date**
1	8/27	9/3	Overview and multivariate methods	TF01 and TF02, MEY02;*TF03, TF04 and TF05 (for those uncertain about prerequisites), MEY03, AC01, GY01*	
2	9/3	9/10	MANOVA	TF07; *AF14, GY08, MEY09*	9/17
3	9/10	9/17	MANOVA contrasts, post hocs, MANCOVA	None required; *MEY10, MEY11, HAI06*	9/24
4	9/17	9/24	MANOVA profile analysis, discriminant functions	TF08; *MEY10, MEY11, HAI06*	10/1
5	9/24	10/1	Discriminant functions, mixed effects models	TF09; *MEY07, AC11*	10/8
6	10/1	10/8	Mixed effects models: between school and longitudinal	TF15; *HOX01, HOX02, HOX03, HOX04*	10/15
7	10/8	10/15	Longitudinal mixed effects models	SINGER; *LUKE01_02,KREF01, KREF02, KREF03, KREF04, KREF05,*	10/22
8	10/15	10/22	Mixed effects models and dimension reduction	TF13; *GY04, GOR01*	10/29

Week	Class meeting	Date to complete online lecture by	Topic(s)	Readings: Required */ Recommended*	Assignment due date
9	10/22	10/29	Exploratory factor analysis	MEY12; *GOR02, GOR08*	11/5
10	10/29	11/5	Exploratory and confirmatory factor analysis	HAI03; *GOR09*	11/12
11	11/5	11/12	CFA using AMOS, introduction to SEM	MEY13; *GY07, AMOS Users Manual & Tutorial*	11/19
12	11/12	11/19	Missing data	TF14; *GY08_2, HAI11*	12/3
13	11/19	12/3	Structural equation modeling	MEY14; *GY03*	12/10
14	12/3	12/10	Advanced SEM, invariance, multi-group models	MEY15; *None recommended*	
15	12/10		Review		
			Final exam is Tues 12/16 from 12:30 pm to 2:30 pm, online in Sakai		

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials and Technology

Reading materials:

Readings for this include traditional textbook/didactic readings, explaining the assumptions, computation, and practical interpretation of particular procedures. Some readings will be presented via the course textbook, and some will come from supplemental readings (to be provided at the course website).

Required text

(TF) Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th. Ed.). Boston, MA: Pearson. ISBN-10: 0205849571 ISBN-13: 9780205849574. An e-book version can be obtained: http://www.coursesmart.com/IR/2448463/9780205249152?__hdv=6.8.

Recommended backgrounders/procedurals/extra reading

(AC) Afifi, A. A., & Clark, V. (1996). *Computer-aided multivariate analysis* (3rd Ed.). New York: Chapman and Hall.
(AF) Field, A. (2005). *Discovering statistics using SPSS* (2nd Ed.). Thousand Oaks, CA: Sage Publications.
(GOR) Gorsuch, R. L. (1983). *Factor analysis (2nd Ed.)*. Hillsdale, NJ: Lawrence Erlbaum Associates.
(GY) Grimm, L. G., & Yarnold, P. R. (Eds.). (1995). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association.
(GY_2) Grimm, L. G., & Yarnold, P. R. (Eds.). (2000). *Reading and understanding more multivariate statistics*. Washington, DC: American Psychological Association.
(HAI) Hair, J. E., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate Data Analysis* (5th. Ed.). Upper Saddle River, NJ: Prentice Hall.
(MEY) Meyers, L. W., Gamst, G., & Guarino, A. J. (2006). *Applied Multivariate Research: Design and Interpretation.* Thousand Oaks, CA: Sage Publications.
(HOX) Hox, J. (2002). *Multilevel Analysis* Mahwah, NJ: Lawrence Erlbaum Associates.
(KREF) Kreft, I., & De Leeuw, J. (1998). *Introducing multilevel modeling.* Thousand Oaks, CA: Sage Publications.
(LUKE) Luke, D. A. (2004). *Multilevel Modeling*. Thousand Oaks, CA: Sage Publications.
(SING) Singer, J. D., & Willett, J.B. (2003). Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. London: Oxford University Press.

Software/computing resources:

The "official" software language of this course will be SPSS (whatever the latest version supported by PHHP is). **All students must have access to the full-featured version of SPSS, regardless of specific version number.** See note above. Students are **required** to bring tablets/computers to weekly class meetings, and they will be **required** to conduct SPSS analyses in class.

- Students in PHHP will access SPSS via our terminal server (ts.phhp.ufl.edu). You will need a terminal services compatible remote desktop client. This is free in Windows. For iOS clients, the rdp app (not the free one) is the best. For Macs, a free remote desktop client (CoRD) and instructions are available at http://it.phhp.ufl.edu/2012/03/12/terminal-server/
- Students not in PHHP will access SPSS via the http://info.apps.ufl.edu/ website. (Please see that site for technical instructions, as I do not have access to it, and cannot provide more guidance). ALL students (including PHHP students) must use the “apps” server for AMOS, which is not available on the terminal server.

These are both virtual machines, which means you can run SPSS on any Windows, MAC, or even tablet (iOS, anyway) machine. In the event that you want your PERSONAL copy on your PERSONAL machine, you will want to buy the SPSS Graduate Pack PREMIUM Edition (no lower version will suffice) AND AMOS (sold separately). SPSS should be at the bookstore, or you can purchase online at http://onthehub.com; as far as I know, http://onthehub.com is your only source if you choose to purchase AMOS.

All students must also be able to access course materials, which will be distributed electronically as Microsoft PowerPoint, Microsoft Word (Office 2003 and Office 2007; if you have an earlier version of Office, you may need to install the free "Compatibility Pack"), or Adobe Acrobat files. In the first class, all students will complete an e-mail register; students are responsible for updating the instructor on e-mail changes throughout the term. **All** class materials will be distributed by e-mail or Sakai site, so regular and frequent checking is a necessity.

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Each week, there is an *in-class collaborative assignment* to submit (all members of a team must submit the same assignment). This is graded for presence/absence. These must always be posted to Sakai by **6:10 pm of the day** in which they are due

Most weeks, there is also an *independent homework* to submit (each student must submit their own assignment, and collaboration is not permitted; see the Appendix of this syllabus for collaboration rules on homework). These must always be posted to Sakai by **4:05 pm of the day** in which they are due.

Note: There is a 2% credit for missed in class submissions. In other words, students can miss up to two in-class submissions without losing points. It is not possible to make up for missed submissions.

Grading

Requirement	Due date	% of final grade (must sum to 100%)
In-class submission	8/27	1%
In-class submission	9/3	1%
In-class submission	9/10	1%
In-class submission	9/17	1%
In-class submission	9/24	1%
In-class submission	10/1	1%
In-class submission	10/8	1%

Requirement	Due date	% of final grade (must sum to 100%)
In-class submission	10/15	1%
In-class submission	10/22	1%
In-class submission	10/29	1%
In-class submission	11/5	1%
In-class submission	11/12	1%
In-class submission	11/19	1%
In-class submission	12/3	1%
In-class submission	12/10	1%
Homework	9/17	5.5%
Homework	9/24	5.5%
Homework	10/1	5.5%
Homework	10/8	5.5%
Homework	10/15	5.5%
Homework	10/22	5.5%
Homework	10/29	5.5%
Homework	11/5	5.5%
Homework	11/12	5.5%
Homework	11/19	5.5%
Homework	12/3	5.5%
Homework	12/10	5.5%
Final Exam	12/16	19%

Note: The number of assignments and exercises *is not set in stone*; we might have to add or remove an assignment, depending on class progress. If this occurs, the remaining assignments will be prorated so that they still, collectively, contribute 66% to your final grade. In addition, even if the assignments differ in the number of points that they are worth, each assignment will be weighted to contribute equally to your final grade. So, if we have 6 assignments, each one is worth 11% of the grade. If we end up having only 5 assignments, each one is worth 13.2% of grade. All assignments count for the exact same percentage of your grade, even if they are individually worth a different number of points.

When you submit your assignments to Sakai, it is essential that (a) you put your name in the "name" field of the homework, and (b) the first word of your assignment document title be your LAST NAME. After 2 reminders about this, a 2-point deduction will be made on each homework for which these naming conventions are forgotten. See below for additional policy on late submissions.

Assignments will consist of multiple items. Each and every item will have equal weight and will be graded according to the rubric below. (Note: partial points, e.g., 7.5, are permissible; TAs may also score out of range for specific reasons.)

0	not attempted
7	"mercy point" (e.g., you really don't deserve a point, but because you made some attempt, this is acknowledged; example: doing a stepwise regression when the question asks for hierarchical); note: there must be SOME evidence of relevant effort; random text would earn a "0"
8	doing the correct analysis, but coming up with the wrong numbers (e.g., choosing the wrong DV or IV combination)
9	substantially correct, but either (a) missing one or more essential item (e.g., you conduct a regression and include the regression table, but fail to discuss or interpret it), or (b) you include too much information (e.g., you include tables/figures that are not needed for the answer, and you also fail to defend/explain why it is relevant). Teaching assistants will provide you with a list of missing elements upon grading
10	adequate/all required elements are present

In addition to reinforcing content learned in class, homework questions are designed to provide students with experience analyzing, presenting and discussing research methods and results for a scientific audience. Students are therefore encouraged to think carefully about the information needed to adequately address each question. The following guidelines are intended to facilitate this process:

- Each question will have defined length-of-response guidelines.
    - Do not exceed these guidelines—they are usually more generous than is needed to answer the question (there will be a grade penalty for alterations).
    - If you paste figures or tables, use the "Paste Special" feature to paste as a "**picture**" or "**bitmap**", so that the output can fit within the space provided.
- Be judicious in your selection of output. Including output that is not relevant to the problem, or that is not discussed in your answer, will lead to a grading penalty being applied. Homeworks will not be scrutinized for compliance with APA format unless this is explicitly requested.
- Students who are confused about the meaning/phrasing of a question are welcome to ask for clarification on the class discussion in Sakai.

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

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

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy. Exam will be online (Sakai), 12/16 from 12:30-2:30 pm EST, and will consist of 50 multiple choice items covering content from the semester.

Policy Related to Make up Exams or Other Work

Missed in-class assignments cannot be made up, but students can miss up to two in-class assignments without losing points.

For homework, late submissions are not encouraged. Late submissions will be accepted for up to 7 days, but with the following penalty schedule:

With regard to missing or incomplete assignments, the following policies apply:

- Graders will **not** contact you about missing or incomplete assignments. **It is your responsibility** to check that the *correct* assignment has been submitted to e-learning on time.
- The late policy below applies ONLY to homework. In-class exercises (which are graded on a submitted/non-submitted basis) may NOT be turned in late, and will be assigned a grade of zero if missed.
- **It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE.** You should email both Dr. Marsiske and your teaching assistant, and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.
- If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved

	grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

NOTE: UPLOADING THE WRONG DOCUMENT IS SAME-AS-LATE, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded homeworks and double- or triple-check that you have uploaded the right one).

- There will be **no** exceptions to this policy.
- If you have uploaded the wrong document, and e-learning does not allow you to correct this, you should IMMEDIATELY send the correct document to Dr. Marsiske and your teaching assistant via email.
- If you cannot upload a document due to technical problems (e.g., if e-learning is down), you may e-mail your assignment to Dr. Marsiske and your teaching assistant. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to e-learning as well, once the technical issue is resolved.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Incomplete grades:

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Policy Related to Required Class Attendance

It is the expectation of the faculty in Clinical and Health Psychology, and Psychology, that all students attend all classes. Students are expected to be present for all classes, since much material will be covered only once in class. Weekly in-class meetings will generally require in-class submissions of material…this can only be done in class, and during class time. Thus, physical attendance is required.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

As a matter of mutual courtesy, please let the instructor know when you're going to be late, when you're going to miss class, or if you need to leave early. Please try to do any of these as little as possible. Students who have extraordinary circumstances preventing attendance, or who must leave early, should explain these circumstances to the course instructor prior to the scheduled class, or as soon as possible thereafter. The instructor will then make an effort to accommodate reasonable requests. If you must miss a class, please request notes from your classmates about the exercises/discussion you missed.

Communication Guidelines

For extra help:

The instructional team will make every effort to support students in understanding course content and reading materials. The following resources are available for this purpose: *Class Discussion.* The class question-and-answer discussion board will occur in Sakai ("Discussion" link), and will be monitored by the entire instructional team. Unfortunately, due to the limitations of Sakai, questions can no longer be posted anonymously.

Note #1: You can receive notifications whenever the discussion board is updated. Simply go to "Discussions" and select "Watch" in the upper Discussion menu. In the "Watch" link, select "Notify me by email whenever a new message is posted".

Note #2: We ask that you minimize sending questions **directly** to the TAs/instructor to ensure that

(a) your classmates can share in the insights by reading the blog
(b) the instructional staff does not end up answering the same question multiple times.
(c) you benefit from the possibility of receiving responses from any of the three instructional members, rather than just the person you e-mailed.

For these reasons, emailed questions will be strongly discouraged, unless they relate to highly personal and idiosyncratic issues. Emailed questions may receive the response of "please post this on the blog so it can be answered". If you are afraid that your question will give away the answer, please think about how to rephrase it so that it does not give away the answer. If this is not possible, then you may e-mail the instructional staff directly.

Weekly Review/Help Session. The teaching assistants have arranged a regular "workshop" Mondays at 5:10 pm, HPNP 1101, to discuss homework and materials from the previous class. These review sessions will be held each week when there is homework due; on weeks without homework, a review session will be held only if requested by the students (requests should be submitted on the blog).

Office Hours and Appointments. Dr. Marsiske has office hours by appointment. "Extra help" appointments can be made with the instructor or TAs, if needed. Note, though, that these are not intended as a venue for, in essence, re-teaching the course. Instructional staff is more than willing to help, but students *must* first complete these steps before requesting additional assistance:

- Review the blog in case it provides clarification
- Re-examine the notes from class

- Listen to the accompanying audio.
- Read (or re-read) the readings from that week.
- Consider watching the associated video, and/or Andy Fields' supplemental notes (http://www.statisticshell.com/apf.html, and then click the "Statistics Hell-P" link) at his website or at the Sage website (http://www.sagepub.com/field3e/, you may need to complete a free registration). In general, Google searches (especially Wikipedia) and Youtube searches can be surprisingly helpful.

In reviewing the above resources, students are asked to write down specific questions about the material that is causing confusion. If you have, in good faith, put in the work to improve your understanding, then the instructional staff can build on all your preparatory work and really help you over the "humps".

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.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style,

assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

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

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

BUT – 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.