

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**CLP 7934: CLINICAL AND COGNITIVE NEUROSCIENCE: METHODS AND THEORY (3 hrs)**  
**Fall Semester 2018**

Meeting Time/Place: Monday, 9:35AM-12:35PM (3-hour slot), Room TBD

Delivery Format: On campus, Regular

Course Projects Drive: <https://tinyurl.com/ydg8wc5y>

**Instructor Name:** Adam J. Woods, Ph.D.

Assistant Professor, Clinical & Health Psychology and Neuroscience

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**Office Hours:** By Appointment

**Preferred Course Communication:** email (every effort will be made to respond within 24 hrs)

**Prerequisites** Must be a graduate student in good standing in Clinical and Health Psychology. All others must petition to Dr. Woods. Prior coursework in neuroanatomy will be an important precursor, but can be waived based on a student's prior experience on a case-by-case basis (e.g., CLP 6945, PSB 6088, GMS 6007, CLP 7428).

### **COURSE OVERVIEW AND OBJECTIVES**

This course addresses theory and methods that allow an integration of core knowledge of cognitive psychology and key biological bases of complex behavior. This course will provide an overview of methods in clinical and cognitive neuroscience with lab-based exposure to methodology. Methods covered will include, but are not limited to, structural and functional magnetic resonance imaging, electroencephalography, transcranial electrical stimulation, transcranial magnetic stimulation, positron emission tomography, etc. You will learn the most important conceptual background underlying human neuroscience methods common in clinical and research settings, as well as an understanding of the types of information each of these methods provide to answer clinical and research questions. You will also gain initial exposure to the equipment central to these methods. Students commonly encounter the methods covered in this course in clinical settings, with little to no training in the methodology and theory important for accurate and appropriate use of these techniques. This course will highlight how these methods can be used in the context of both aging and pathological populations commonly encountered by clinical and health psychologists in both research and clinical settings. This course is part of the neuropsych/CAM focus in Clinical and Health Psychology.

By the end of this course, students taking this course will be able to:

1. Identify and evaluate the research and clinical utility of clinical and cognitive neuroscience methods (e.g., magnetic resonance imaging, transcranial magnetic stimulation, electrophysiology, etc.)
  - a. Compare and contrast the different spatial and temporal resolution of methods
  - b. Identify methods that compliment one another for different research and clinical applications
2. Integrate knowledge of clinical and cognitive neuroscience methods into a research proposal

- a. Identify important components for research methods section
  - b. Adjust methodological approach for design of a testable hypothesis
3. Appraise the complexity of different methodologies and their implementation based on initial first hand exposure and experience with each of the major methods covered in the course
- a. Assess feasibility of implementation of methods in clinical or research applications
  - b. Identify necessary requirements for successful implementation of a methodology (e.g., equipment, personnel, training, etc.).
  - c. Discuss participant and patient safety consideration for each methodology

### **The Peptalk**

For some of you, this may be your first formal clinical and cognitive neuroscience methods course in graduate school. Some of you may not have used the methods covered in this course or had neuroanatomy. That's ok. Regardless of your past experience, this is going to be a lot of work/fun. You are going to read a good bit and there are all sorts of different methods peppered throughout. This is not a typical lecture type class. This course will involve a mix of expert lectures, student presentations and facilitate discussion, and time spent in the lab getting to know the equipment that makes these methods possible. These lab excursions will involve demos by experts in the field and hands on experience when possible. The hope is that you will come away not only knowing more about what these methods can provide in a clinical and research setting, but also excitement about using the methods in your work.

## **INSTRUCTIONAL METHODS**

### **Introduction to Blended Learning**

A Blended Learning class uses a mixture of technology and face-to-face instruction to help students maximize their learning. Blended learning typically involves multiple technologies such as E-Learning systems, online video, and web assignments for the communication of information. Knowledge content that would have traditionally been presented during a live class lecture is instead provided online before the live class takes place. This allows more of the face-to-face time to focus on the higher levels of learning. These rich interactions with the instructor can be used to help students think critically, obtain expertise, and practice clinical reasoning.

### **Why Blended Learning?**

Because health professions highly value the professionals' clinical skills and ability to interpret information in addition to what they know, passive engagement with presentations and rote learning do not adequately prepare students for their respective professions. Blended Learning prepares students for the rigorous requirements of health professions by creating meaningful student/teacher and peer interactions centered in problems and skill sets that resemble those likely to be experienced in the student's chosen field.

### **What Does It Mean for Students?**

**Students are expected to come to class prepared by completing all out-of-class readings and assignments.** The coursework outside of class typically lays a foundation of knowledge or gives students practice needed to engage in higher levels of learning during live class sessions. During the face-to-face class time, students practice critical skills used by health professionals – critical thinking, problem solving, collaborating, and/or applying concepts gained from the out-of-class assignments to real-world examples. If students are not prepared for the face-to-face sessions, they will likely struggle to reach the higher learning

goals of the course. When students come prepared, they can be active participants throughout the blended learning course experience, which will help them master course material and maintain what they have learned beyond the end of the course.

## DESCRIPTION OF COURSE CONTENT

### Course Format

This course will be conducted in the form of a graduate seminar. Class will meet Monday from 9:35am-12:35pm (3-hour slot) in Room TBD on the first floor of the HPNP building. This is a participatory course. Classes will typically consist of an expert lecture (1 hour), presentation of one to two seminal papers by students (30 minutes), student facilitated group discussion (30 minutes), and a one to three hour methods lab exposing students to the method (location dependent on location of lab equipment) and in some cases providing hands on experience with methods (e.g., preparing transcranial electrical stimulation electrodes, preparing EEG electrodes, etc.). Please be on time. Students will be expected to submit discussion questions prior to classes containing student presentations as well as reaction papers based on class methods labs.

### Course Content

The course is divided into 3 sections: 1) Brain imaging and spectroscopy, 2) Brain stimulation, 3) Human electrophysiology. Within these three sections, we will cover major methodologies that you are likely to encounter in clinical and research settings. These topics will be covered through a mixture of expert lectures, student led paper presentations and facilitated discussions, excursions to facilities where this equipment is used, exposure to common processing software for different methods and hands on experience with different accessible techniques.

<b>Section 1: Brain Imaging and Spectroscopy</b>	
<b>Week 1 – Structural Brain Imaging – MRI (T1 and FLAIR) and CT</b>	
8/27/18	Introduction to Course and Requirements (.5 hour) Overview of course topics to be covered (.5 hour) Assignment of Method Paper Presentation Topics (.2 hour) Survey student experience with clinical and cognitive neuroscience methods (.3 hour) Expert Lecture (1.5 hour)
<b>Week 2 – UF Holiday – NO CLASS</b>	
9/3/18	<b>NO CLASS</b>
<b>Week 3 – Structural Brain Imaging – MRI T1 processing</b>	
9/10/18	<u>Lab: 3-hours on Freesurfer processing for T1s</u>
<b>Week 4 – Structural MRI – Diffusion Weighted Imaging</b>	
9/17/18	<u>Items Due:</u> Reaction Paper from Week 3 lab due by start of class 2 Discussion Questions due by Fri 9/14 at 12PM EST  <u>Class Content:</u>

	<p>Expert Lecture (1 hour)  Student Method Paper Presentation (.5 hour)  Student Facilitated Discussion (.5 hour)  Lab: 1 hour on DWI processing</p>
<b>Week 5 – Functional MRI – BOLD – Block and Event-related design</b>	
9/24/18	<p><u>Items Due:</u>  Reaction Paper from Week 4 lab due by start of class  2 Discussion Questions due by Fri 9/21 at 12PM EST</p> <p><u>Class Content:</u>  Expert Lecture (1 hour)  Student Method Paper Presentation (.5 hour)  Student Facilitated Discussion (.5 hour)  Lab: 1 hour at MRI scanner</p>
<b>Week 6 – fMRI Processing</b>	
10/1/18	<p><u>Items Due:</u>  Reaction Paper from Week 5 lab due by start of class</p> <p><u>Class Content:</u>  Lab: 3-hours intro lab on fMRI processing using SPM</p>
<b>Week 7 – Magnetic Resonance Spectroscopy – 1H and 31P</b>	
10/8/18	<p><u>Items Due:</u>  Reaction Paper from Week 6 lab due by start of class  2 Discussion Questions due by Fri 10/5 at 12PM EST</p> <p><u>Class Content:</u>  Expert Lecture (2 hour)  Student Method Paper Presentation (.5 hour)  Student Facilitated Discussion (.5 hour)</p>
<b>Week 8 – Psychophysiology (Section 3 content)</b>	
10/15/18	<p><u>Items Due:</u>  Reaction Paper from Week 7 lab due by start of class  2 Discussion Questions due by Fri 10/12 at 12PM EST</p> <p><u>Class Content:</u>  Expert Lecture (1 hour)  Student Method Paper Presentation (.5 hour)  Student Facilitated Discussion (.5 hour)  Lab: 1-hour demo of Psychophys recording in lab</p>
<b>Week 9 – Positron Emission Tomography (PET)</b>	
10/22/18	<p><u>Items Due:</u>  Reaction Paper from Week 8 lab due by start of class  2 Discussion Questions due by Fri 10/19 at 12PM EST</p> <p><u>Class Content:</u>  Expert Lecture (1 hour)</p>

	<p>Student Method Paper Presentation (.5 hour)  Student Facilitated Discussion (.5 hour)  Lab: 1 hour at PET scanner facility</p>
<b>Section 2: Brain Stimulation</b>	
<b>Week 10</b> – Transcranial Electrical Stimulation (tES) methods	
10/29/18	<p><u>Items Due:</u>  Reaction Paper from Week 9 lab due by start of class  2 Discussion Questions due by Fri 10/26 at 12PM EST</p> <p><u>Class Content:</u>  Expert Lecture (1.5 hour)  Student Method Paper Presentation (.5 hour)  Student Facilitated Discussion (.5 hour)  Lab: tES stimulators and operation (.5 hour)</p>
<b>Week 11</b> – Transcranial Electrical Stimulation (tES) methods	
11/5/18	<p><u>Items Due:</u>  Reaction Paper from Week 10 lab due by start of class</p> <p><u>Class Content:</u>  Lab: 3-hour lab on tES preparation and electrode placement</p>
<b>Week 12</b> – UF Holiday – NO CLASS	
11/12/18	<b>NO CLASS</b>
<b>Week 13</b> – Transcranial Magnetic Stimulation (TMS)	
11/19/18	<p><u>Items Due:</u>  Reaction Paper from Week 11 lab due by start of class  2 Discussion Questions due by Wed 11/16 at 12PM EST</p> <p><u>Class Content:</u>  Expert Lecture (1 hour)  Student Method Paper Presentation (.5 hour)  Student Facilitated Discussion (.5 hour)  Lab: TMS and MEP demo (1 hour)</p>
<b>Section 3: Human Electrophysiology</b>	
<b>Week 14</b> – Electroencephalography (EEG) and Event-related potentials – Spectral EEG and ERP	
11/26/18	<p><u>Items Due:</u>  Reaction Paper from Week 13 lab due by start of class  2 Discussion Questions due by Wed 11/23 at 12PM EST</p> <p><u>Class Content:</u>  Expert Lecture (1.5 hour)  Student Method Paper Presentation (.5 hour)  Student Facilitated Discussion (.5 hour)  Lab: EEG/ERP Lab Tour/Intro (.5 hour)</p>

<b>Week 15 – Electroencephalography Lab</b>	
12/3/18	Lab: 3 hours on EEG/ERP prep, recording and processing Final Papers due by 5PM
<b>Final Paper Due</b> electronically to Dr. Woods on <b>December 3<sup>rd</sup> by 5PM</b> : <a href="mailto:ajwoods@phhp.ufl.edu">ajwoods@phhp.ufl.edu</a>	

### Course Materials

Readings will involve selected seminal papers/chapters using each methodological topic. Each week, you will read one to two seminal papers and each will be presented by one of the students in the course. There will not be a required textbook for this course. Articles/chapters will be distributed electronically and placed in a designated class folder on our class cloud drive (clin\_cog\_methods). Make sure you have access to this drive. If not, it is your responsibility to let me know so that you can be given access by IT. I will try to make handouts/slides available in this class folder after class. There will be a total of 9 classes oriented toward discussion of assigned papers. Papers assigned in this course are below. The instructor may add or substitute papers prior to the start of each semester to reflect the most modern applications of methods covered in the course.

<b>Assigned Papers</b>	
Week 4	Molinuevo JL, et al. (2014). White matter changes in preclinical Alzheimer's disease: a magnetic resonance imaging-diffusion tensor imaging study on cognitively normal older people with positive amyloid $\beta$ protein 42 levels. <i>Neurobiology of Aging</i> , 35(12):2671-2680.
Week 5	Siegel JS, et al. (2016). Disruptions of network connectivity predict impairment in multiple behavioral domains after stroke. <i>PNAS</i> , 113(30) E4367-E4376.
Week 7	Porges EC, et al. (2017). Frontal GABA concentrations are associated with cognitive performance in older adults. <i>Biological Psychiatry: Cognitive Neuroscience and Neuroimaging</i> , 2(1): 38-44
Week 8	Lamb D., et al. (2017). Non-invasive Vagal Nerve Stimulation Effects on Hyperarousal and Autonomic State in Patients with Posttraumatic Stress Disorder and History of Mild Traumatic Brain Injury: Preliminary Evidence. <i>Frontiers in Medicine</i> , 4: 124.
Week 9	Small G, et al. (2006). PET of Brain Amyloid and Tau in Mild Cognitive Impairment. <i>New England Journal of Medicine</i> , 355(25): 2652-63.
Week 10	Loo C, et al. (2018). International randomized-controlled trial of transcranial Direct Current Stimulation in depression. <i>Brain Stimulation</i> , 11: 125-133.
Week 13	Boggio P, et al. (2012). Noninvasive Brain Stimulation With High-Frequency and Low-Intensity Repetitive Transcranial Magnetic Stimulation Treatment for Posttraumatic Stress Disorder. <i>Journal of Clinical Psychiatry</i> , 71(8): 992-999.
Week 14	Bak N., et al. (2014). Concurrent Functional Magnetic Resonance Imaging and Electroencephalography Assessment of Sensory Gating in Schizophrenia. <i>Human Brain Mapping</i> , 35: 3578-87.

## ACADEMIC REQUIREMENTS AND GRADING

### Course Requirements, Evaluation, and Grading

Grades will be weighted according to the number of points available for each component, as described below. Final grades will be calculated as a percentage of the highest score.

Evaluation in the course will be based on the following components. There will be a total of 100 points possible in this course.

Requirement	Percent of Final Grade	Points toward Final Grade
Final Paper	50%	50
Methods Paper Presentation and Discussion Facilitation	20%	20
Methods Discussion Questions	10%	10
Methods Lab Reaction Papers	20%	20

#### 1. Final Paper

The Final Paper will comprise 50% of your grade. This paper will be an R21/R03 style research project proposal (6 pages single spaced) with a one-page specific aims page (7 pages total). Students must also include a bibliography of citations referenced in the text, but this text does not count toward the 7-page document length. This proposal can focus on the student's specific area of graduate research and will be expected to integrate one or more methods as a central feature of the research proposal and demonstrate integration of core knowledge of cognitive psychology and key biological bases of complex behavior. This is intended to demonstrate the student's mastery of the conceptual and practical application of methods and theoretical content covered during the course into their research program. Font must be Arial 11 single spaced with no more than 1 inch margins on all sides. **Due December 3<sup>rd</sup> by 5PM**

Final Paper Grading Rubric		
Requirement	Percent of Assignment Grade	Final Grade Points
One page Specific Aims with at least 2 specific aims and 1 specified hypothesis per specific aim	20%	10
Six page Research Strategy including at least Background, Design, and Methods sections	20%	10
Integration of one or more methods covered in the course into specific aims and research strategy (integration is defined as use of one or more method in the context of at least one specific aims/hypothesis and appropriate methodological and theoretical discussion in the research strategy)	50%	25
Bibliography	10%	5

Late submission of the final paper will result in 10% deduction from the total Final Paper grade.

#### 2. Methods Paper Presentations and Discussion Facilitation

Methods Paper Presentations and Discussion Facilitation will comprise 20% of your grade (20 points). Each student will take the lead in presenting a seminal paper using the week's discussed method to the class and engaging discussion about the paper. At the first course, students will sign up for topics of presentation. Part of this assignment will involve learning something more about the "method" at hand in addition to examining/discussing the importance of the chosen method for clinical and research application and what information the method can provide. You will also serve as discussion leader for a 30-minute discussion of your presented paper and the expert speaker content. The format of the discussion will be left up to the person

leading it that day. Examples of Discussion Facilitation methods are available upon request. Methods Paper Presentations will be graded on quality of presentation of the materials contained in the paper. Quality of presentation is defined as a) relevant discussion of the presented paper during the presentation, b) demonstration of evidence of critical thinking regarding the content of the paper, and c) presentation of slides clearly relating the content of the paper to peers. Facilitated Discussion will be graded on the ability of the presenter to initiate and maintain relevant discussion of the presented paper and relevant topics (presenters will have access to submitted Methods Discussion Questions to assist in this process).

<b>Methods Paper Presentations and Discussion Facilitation Grading Rubric</b>		
<b>Requirement</b>	<b>Percent of Assignment Grade</b>	<b>Final Grade Points</b>
30 minute presentation of selected paper	50%	10
30 minute facilitated student discussion	50%	10

### **3. Methods Discussion Questions**

Methods Discussions activity will comprise 10% of your grade (10 points). Students are expected to actively participate in the weekly methods discussion based on the expert lecture and the paper presented by your fellow students in the course. That week's student presenter will facilitate the discussion, but it is important for fellow students to use this opportunity to explore their questions related to the week's content on the method presented. There will be 8 Methods discussions based on student presented papers. Students will submit 2 discussion questions based on the assigned paper by the Friday before class at noon (EST) to the instructor. These questions will be shared with the week's presenting student. Methods Discussion Questions will be graded based on the relevance of submitted questions to the week's paper and demonstration of critical thinking about the content of the week's paper.

<b>Methods Discussion Questions Grading Rubric</b>		
<b>Requirement</b>	<b>Percent of Assignment Grade</b>	<b>Final Grade Points</b>
2 Relevant Discussion Questions submitted to instructor (8 in class discussions x 2 discussion questions = 16 total questions; each discussion question will count .625 points of the final grade)	100%	10

### **4. Methods Lab Reaction Paper**

Methods Labs activity will comprise 20% of your grade. You will not be required to personally undergo any form of method (e.g., MRI, CT, etc.) presented in the course. The Methods Lab portion of this course will organized around in lab demos organized by the instructor with exposure to the types of equipment and practical considerations needed for use of equipment central to the methods covered. The instructor or the week's expert speaker will provide a guided overview of important considerations for using the method in research or clinical settings. There will be 10 methods labs Reaction Papers due over the course of the semester. Students will be expected to submit to the instructor a one-half page reaction papers (Arial 11, no greater than 1 inch margins) by the start of the next week's class. Classes with Reaction Papers due are noted in the syllabus above under Course Content. These should be submitted in person at prior to the start of class or via email directly to Dr. Woods: [ajwoods@php.ufl.edu](mailto:ajwoods@php.ufl.edu). Reaction papers are intended to consolidate your thoughts about the methods experience obtained in the lab. In these papers, students should express their thoughts about the methodological process demonstrated and describe how these methods could be relevant to their clinical and research experience. Methods Lab Reaction Papers will be graded based on a) integration of experiences/information obtained during the week's Methods Lab and b)



expression of the student's opinion/reaction to the experience/information obtained during the Lab.

Methods Lab Grading Rubric		
Requirement	Percent of Assignment Grade	Final Grade Points
Submission of 10 Methods Lab Reaction Papers (each reaction paper will count for 2 points of the final grade)	100%	20

### Grading

Scores will be rounded to the nearest percent (rounded up or down, whichever is closest) for grade determination in accordance with the grading table below

% of 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-	F

Below is a table linking letter grades to grade points.

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://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

### Policy Related to Class Attendance

Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class should make prior arrangements with the instructor.

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:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note that the level of impact on your final grade will vary depending on the content of an unexcused missed class. For example, unexcused absence from a class comprised of a methods lab would deduct 2 points from your final grade due to an inability to submit the appropriate Methods Lab Reaction Paper. Unexcused absence from a class containing a methods discussion (without submission of 2 discussion questions) and a methods lab would deduct 3.25 points from your final grade. Unexcused absence from a class that you are scheduled to present the Methods paper and facilitated discussion would deduct 20 points from your final grade.

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

Students are expected to complete assigned readings prior to coming to class. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Students must make *prior* arrangements with the instructor if they must miss any in-class activities, and an alternative completion time/method must be arranged (when

possible).

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Please refrain from using cell phones or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Laptop use is acceptable for note taking or presenting. However, do not browse other websites during class time. It is expected that students will be engaged and actively participate during class. Do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

### **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)

### **Communication Guidelines**

As a blended learning class, it is imperative that students check email and the Canvas website often (i.e., once daily). Students are expected to participate in graded online discussions on various topics throughout the course. Please reference the applicable assignment rubrics for online discussions for a clear outline of what is expected with regard to posts and replies. In addition, please see the following resource for guidelines on online course 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:

<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.