University of Florida
College of Public Health & Health Professions Syllabus
PSB6115C: CLINICAL AND COGNITIVE NEUROSCIENCE: METHODS AND THEORY (3 hrs)
Fall Semester 2021

Meeting Time/Place: Monday, 9:35AM-12:35PM (3-hour slot), Room HPNP G-109

Delivery Format: On campus, Regular
Course Projects Drive: Canvas / E-Learning
Instructor(s) Name: Adam J. Woods, Ph.D.; Joseph Gullett, Ph.D.
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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 neuropsychology/cognitive and emotion neuroscience foci 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 complement 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 HPNP G-109 on the ground 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 two sections: 1) Brain imaging and spectroscopy, and 2) Brain stimulation. Within these two 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.

Section 1: Brain Imaging and Spectroscopy	
Week 1 –	Structural Brain Imaging – MRI (T1 and FLAIR) and CT
8/23/21	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)
Week 2 –	Structural Brain Imaging – MRI T1 processing
8/30/21	Lab: 3-hours on Freesurfer processing for T1s
Week 3 –	UF Holiday – NO CLASS
9/6/21	**NO CLASS**
Week 4 –	Functional MRI – BOLD – Block and Event-related design
9/13/21	Items Due: Discussion Question due by Sunday 9/12 at 11:59PM EST Class Content:

	Expert Lecture (1 hour by Jeff Boissoneault, Ph.D.) Student Method Paper Presentation (.5 hour) Student Facilitated Discussion (.5 hour) Lab: 3T MRI Virtual Tour Video (20 minutes)
Week 5 –	BOLD fMRI Processing Lab
9/20/21	Class Content: Lab: 3-hours intro lab on fMRI processing using SPM-12
Week 6 –	Functional MRI – Resting-State Connectivity
9/27/21	Items Due: Discussion question due by Sunday 9/26 at 11:59PM EST Class Content: Expert Lecture (1 hour by Dr. Gullett) Student Method Paper Presentation (.5 hour) Student Facilitated Discussion (.5 hour)
Week 7 –	Functional MRI – Resting-State Connectivity Lab
10/4/21	Class Content: Lab: 2-3 hours intro lab on rs-fMRI processing using CONN
Week 8 –	Structural MRI – Diffusion Weighted Imaging
10/11/21	Items Due: Discussion question due by Sunday 10/10 at 11:59pm Class Content: Expert Lecture (1 hour) Student Method Paper Presentation (.5 hour) Student Facilitated Discussion (.5 hour) Lab: 1 hour on DWI processing
Week 9 – Magnetic Resonance Spectroscopy – 1H and 31P	
10/18/21	Items Due: Discussion Question due by Sunday 10/17 at 11:59PM EST Class Content: Expert Lecture (2 hours by Eric C. Porges, Ph.D.) Student Method Paper Presentation (.5 hour) Student Facilitated Discussion (.5 hour)
Week 10 –	Psychophysiology (Section 3 content)
10/25/21	Items Due: Discussion Question due by Sunday 10/24 at 11:59PM EST Class Content: Expert Lecture (1 hour) Student Method Paper Presentation (.5 hour) Student Facilitated Discussion (.5 hour) Lab: 1-hour demo of Psychophys recording in lab

Section 2: Brain Stimulation	
Week 11 – Transcranial Electrical Stimulation (tES) methods	
11/1/21	Items Due: Discussion Question due by Sunday 10/31 at 11:59PM EST Class Content: Expert Lecture and Lab (2.0 hours, including methods lab) Student Method Paper Presentation (.5 hour) Student Facilitated Discussion (.5 hour)
Week 12 – Transcranial Electrical Stimulation (tES) methods	
11/8/21	Class Content: Lab: 3-hour lab on tES preparation and electrode placement
Week 13 – Computational Modeling Methods	
11/15/21	Items Due: Discussion Question due by Sunday 11/14 at 11:59PM EST Class Content: Expert Lecture (1 hour by Aprinda Indahlastari, Ph.D.) Student Method Paper Presentation (.5 hour) Student Facilitated Discussion (.5 hour)
Week 14 – Computational Modeling Lab	
11/22/21	Items Due: Class Content: 1-2 hour lab on Computational Modeling Methods
Week 15 – NO CLASS	
11/29/21	**NO CLASS**NO CLASS
Week 16 – Transcranial Magnetic Stimulation (TMS)	
12/6/21	Items Due: Discussion Question due by Sunday 12/5 at 11:59PM EST Class Content: Expert Lecture (1 hour by Aparna Shukla, MD) Student Method Paper Presentation (.5 hour) Student Facilitated Discussion (.5 hour) Lab: TMS and MEP demo (1 hour)
Final Paper Due in E-learning on December 10th by 5PM	

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 (TBD). 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.

Assigned Papers	
Week 4	Letzen, J. E., Sevel, L. S., Gay, C. W., O'Shea, A. M., Craggs, J. G., Price, D. D., & Robinson, M. E. (2014). Test-retest reliability of pain-related brain activity in healthy controls undergoing experimental thermal pain. The Journal of Pain, 15(10), 1008-1014.
Week 6	Langella, S., Sadiq, M. U., Mucha, P. J., Giovanello, K. S., & Dayan, E. (2021). Lower functional hippocampal redundancy in mild cognitive impairment. Translational Psychiatry, 11(1), 1-12.
Week 8	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 β protein 42 levels. *Neurobiology of Aging*, 35(12):2671-2680.
Week 9	Porges EC, et al. (2017). Frontal GABA concentrations are associated with cognitive performance in older adults. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging,* 2(1): 38-44.
Week 10	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. *Frontiers in Medicine*, 4: 124.
Week 11	Loo C, et al. (2018). International randomized-controlled trial of transcranial Direct Current Stimulation in depression. Brain Stimulation, 11: 125-133.
Week 13	Indahlastari, A., Albizu, A., O'Shea, A., Forbes, M. A., Nissim, N. R., Kraft, J. N., ... & Alzheimer's Disease Neuroimaging Initiative. (2020). Modeling transcranial electrical stimulation in the aging brain. Brain stimulation, 13(3), 664-674.
Week 16	Boggio P, et al. (2012). Noninvasive Brain Stimulation With High-Frequency and Low-Intensity Repetitive Transcranial Magnetic Stimulation Treatment for Posttraumatic Stress Disorder. Journal of Clinical Psychiatry, 71(8): 992-999.

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 Attendance	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 10th 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 relaying 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).

Methods Paper Presentations and Discussion Facilitation Grading Rubric		
Requirement	**Percent of Assignment Grade**	**Final Grade Points**

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.

Methods Discussion Questions Grading Rubric		
Requirement	**Percent of Assignment Grade**	**Final Grade Points**
1 Relevant Discussion Question submitted to instructor (8 in class discussions = 8 total questions; each discussion question will count 1.25 points of the final grade)	100%	10

4. Methods Lab Attendance

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, local expert, 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. Attendance is expected for each methods lab and each lab will count for 2 points of the final grade.

Methods Lab Grading Rubric		
Requirement	**Percent of Assignment Grade**	**Final Grade Points**
Attendance of 10 Methods Labs (attendance of a methods lab 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. 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

Policy Regarding Video Recording of Classes

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. -House Bill 233

Professionalism and COVID Policy

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.

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.

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.phhp.ufl.edu/services/resourceguide/getstarted.htm

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

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://sccr.dso.ufl.edu/process/student-honor-code/
http://graduateschool.ufl.edu/

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/

If 80% of students submit the online faculty evaluation, 1 additional point will be applied to the final grade of all students. If 100% of students submit the online faculty evaluation, 2 additional points will be applied to all student's final grade.

SUPPORT SERVICES

Accommodations for Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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

  https://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.