

**University of Florida
College of Medicine**

GMS 5905 Functional Assessment in Physical Medicine and Rehabilitation (3 credit hours)

Spring: 2024

Delivery Format: On Campus

Tuesdays 8:30-11:45

Instructor Name: Dr. Sharareh Sharififar PhD, PT Phone Number: 352-273-8453

Email Address: sharareh75@ufl.edu

Office Hours: By Appointment, Thursdays 9:00 am-1:00 pm.

Preferred Course Communications: UF email, see above. When emailing please include the course GMS 5905 and the topic of your question in the subject line. In the body of the email please use bullet points to outline your inquiry. Make sure to address in the first bullet points that you have read the syllabus, have asked a friend and the read resources about your questions and yet haven't figured out a response. I would typically respond within 24-48 business hours.

Prerequisites: This course is open to all Rehabilitation Science PhD students. Graduate students from other programs are encouraged to register with prior permission of the instructor.

PURPOSE AND OUTCOME

Course Overview: The purpose of this course is to empower students to apply their knowledge of human anatomy and physiology to the selection of functional examinations and the tracking of clinical outcomes in the context of neuromuscular conditions. Through the integration of research and current evidence, students will develop the ability to interpret functional responses within the framework of the International Classification of Functioning, Disability, and Health (ICF Model). This course provides a framework for assessing functional outcomes and for applying this framework to clinical and community-based research. In addition, functional-related outcomes are measured in controlled clinical environments but also in real-world clinical and community settings. Therefore, the course will also address measurement challenges in pragmatic and community-based settings. As part of this course, students will be required to develop a protocol addressing a critical issue in neuromuscular care with a focus on identifying key outcomes, how they were selected, how the data will be collected, and how the measures will be assessed.

Course Objectives and/or Goals

The primary goals of this course are to enhance students': (1) functional outcomes research; (2) ability to critically evaluate the neuromuscular health and outcomes that may be used; and (3) experience in designing a protocol with an emphasis on the identification and analysis of functional-related outcomes. More specifically, students who successfully complete the course will be able to: 1. Describe the different stages of neuromuscular health conditions; 2. Describe conceptual models used to conduct health outcomes assessment in common neuromuscular health conditions; 3. Demonstrate familiarity with the range of measures that are used to assess function in common neuromuscular health conditions and explain the strengths and limitations of those measures; 4. Evaluate the applicability of different outcomes assessment instruments in the different stages of the neuromuscular health conditions; 5. Identify methodological challenges associated with assessing neuromuscular health outcomes across the continuum of care and strategies for overcoming those challenges; and 6. Critically evaluate specific neuromuscular health outcomes assessment studies for their potential to inform clinical practice, population science, and health care policy. Upon successful completion of this course, students will be equipped to:

1. **Apply Anatomy and Physiology:** Describe the different stages of neuromuscular health conditions and selection of appropriate functional examinations, tailored to specific conditions.
2. **Utilize Research and Evidence:** Describe conceptual models used to conduct health outcomes assessment in rehabilitation science.
3. **Comprehend the ICF Model:** Demonstrate familiarity with the range of measures that are used to assess functional health outcomes in individuals with neuromuscular health conditions and explain the strengths and limitations of those measures.
4. **Critical Thinking:** Evaluate the applicability of different outcomes assessment instruments in the different stages of common neuromuscular health conditions. Identify methodological challenges associated with assessing outcomes across the continuum of care and strategies for overcoming those challenges. Critically evaluate specific health outcomes assessment studies for their potential to inform clinical practice, individuals diagnosed with neuromuscular health condition science, and health care policy.

This course aims to provide students with the skills, knowledge, and competencies necessary to excel in the field of rehabilitation science, ensuring that they are well-prepared to make a positive impact on the field of rehabilitation sciences.

DESCRIPTION OF COURSE CONTENT

This course is designed with the goal of enabling students to apply their foundational knowledge of human anatomy and physiology in the context of conducting functional examinations and monitoring clinical outcomes related to neuromuscular health conditions. Through the integration of cutting-edge research and current evidence, students will cultivate the proficiency to analyze and interpret functional responses within the framework of the International Classification of Functioning, Disability, and Health (ICF Model). To achieve this, students will engage in a dynamic blend of experiential learning, lectures, and collaborative team activities, ensuring a comprehensive grasp of the methodologies employed in the field of rehabilitation science.

By the conclusion of this course, students will possess the expertise necessary to critically assess and address functional outcomes and limitations resulting from neuromuscular disorders. This course aims to empower students to actively contribute to advancements in the field and utilize effective, evidence-based information to improve the quality in research and clinical settings

METHODS OF INSTRUCTION We will operate as an advanced graduate seminar, with students taking an active role in initiating and leading discussions and presenting their neuromuscular health outcomes measurement protocol progress. Attendance and active participation in all class discussions is required, and will be evaluated as part of the student's grade for the course. Students must read the required readings prior to each class session.

TESTS No exams will be given in this graduate-level seminar course.

TERM PAPER/PROTOCOL DEVELOPMENT As described in the course introduction, students will develop a study protocol to neuromuscular health related outcomes. The protocol can focus on any stage in the neuromuscular health condition. The protocol will contain the following sections:

- 1) **Specific Aims** – What is the critical neuromuscular health decline prevention, clinical, the setting and the patient population? What evidence-based intervention for this issue will be the focus of your study? What are the key outcomes that will be measured to address the critical issue? Why have you selected these outcomes? What **impact** would this study have on improving patient outcomes (clinical, health related quality of life)? Costs? Clinician and patient satisfaction and engagement?
- 2) **Research Strategy**
 - a. **Significance:** Describe in more detail the issue and the evidence base selecting the issue. Describe in more detail why the outcomes you have chosen are critical. Select and describe an appropriate conceptual

framework to guide your study aims and hypotheses, study design, choice of outcomes and interpretation of findings.

- b. Innovation: Explain how the application challenges and seeks to shift current research, prevention, clinical practice
- c. Approach
 - i. Description of the study setting
 - ii. Description of the study population
 - iii. Study design
 - iv. Sample size considerations
 - v. Specification of study variables – be specific here about how you are specifying each of the selected outcome variables and the rationale for selecting them, their reliability and validity, applicability to the topic
 - vi. Intervention approach or explanation of observational approach
 - vii. Data collection plan – be very specific about how you will collect your outcome information
 - viii. Data analysis plan – be specific about the strengths and limitations of the approach – be very specific here about how you will address potential barriers to collecting your outcomes of interest.
 - ix. Dissemination plans

3) Literature cited

4) Human Subjects consideration

- a. IRB protocol approval statement
- b. Inclusion of women, children, and minorities

5) Data sharing plans

6) Data safety and monitoring plans

Interim and Final Presentation guidelines: You are expected to provide an interim and a final presentation of your protocol. You should prepare a well-designed set of slides in a PowerPoint file, which you will use during your presentations and will email to the entire class and the attendees (according to an attendee list that will be provided to you) at least 4 business days before your presentation. Design each visual carefully to illustrate the main points. Remember the rules for clear, easy to understand, and interesting slides: No more than 8 words per line, and no more than 8 lines on a slide; prevalent use of diagrams, charts, etc. to illustrate points; minimize the number of word-only slides; and aim for about one slide per minute.

READING ASSIGNMENTS

The following will be used to assess students' progress in achieving the course objectives:

Readings and Class Discussions. You must read the assigned readings prior to each class session and be prepared to discuss your reactions, thoughts, analysis, comments and questions on the main issues raised in the readings. Share what strikes you as new, unexpected, or particularly important. Discuss implications of that reading for your scientific work. All students are expected to participate in each class discussion.

Resources for preparation of 7-page abbreviated proposals, Use ½ margins and Arial 11 font.

Specific Aims (1 page) State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will exert on the research field(s) involved. List succinctly the specific objectives of the research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology. Be sure to list the very specific few research questions or hypotheses to be tested in the proposed study. **Research Strategy** (6 pages)

Significance

Briefly sketch the background leading to the present application, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. State concisely the importance and health relevance of the research described in this application by relating the specific aims to the broad, long-term objectives. If the aims of the application are

achieved, state how scientific knowledge or practice will be advanced. Describe the effect of these studies on the concepts, methods, technologies, treatments, services or preventative interventions that drive the field.

Innovation

Explain how the application challenges and seeks to shift current research or clinical practice paradigms. Describe any novel theoretical concepts, approaches or methodologies, instrumentation or interventions to be developed or used, and any advantage over existing methodologies, instrumentation, or interventions. Explain any refinements, improvements, or new applications of theoretical concepts, approaches or methodologies, instrumentation, or interventions.

Approach

Describe the research design, conceptual or clinical framework, outcomes selected (include their reliability and validity, applicability to your population and topic) procedures (include how you will collect the data, barriers to data collection and how you will overcome these barriers), and analyses. Describe any new methods and their advantage over existing methods. Describe any novel concepts, outcome measures, approaches, tools, or technologies for the proposed studies. Discuss how threats to validity are addressed by the design. Discuss potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims. As part of this section, provide a tentative sequence or timetable for the project. Point out any procedures, situations, or materials that may be hazardous to personnel and the precautions to be exercised.

Human Subjects consideration (no page limit)

- a. IRB protocol approval statement
- b. Inclusion of women, children, and minorities

Data Sharing and Dissemination Plans (1/2 page)

Data Safety and Monitoring Plans (no page limit)

Literature cited (no page limit; does not count toward 6 pages)

- a. Use AMA or APA guidelines, be accurate and consistent

<http://grants1.nih.gov/grants/funding/424/index.htm>

Course Materials and Technology Required Textbook

No required text. All readings will be provided on the course website or in print.

Required Equipment

Computer, tablet, or smartphone with high-speed internet access.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392HELP (option 2), or <https://lss.at.ufl.edu/help.shtml>

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	1/9/24	Course Introduction Magnitude of Neuromuscular Health Complications in the U.S. and General Concepts in Functional Outcomes Assessment	-Isaac Bos, Klaske Wynia, Josué Almansa, Gea Drost, Berry Kremer & Jan Kuks (2019) The prevalence and severity of disease-related disabilities and their impact on quality of life in neuromuscular diseases, <i>Disability and Rehabilitation</i> , 41:14, 1676-1681, DOI: 10.1080/09638288.2018.1446188 -Selected readings related to reliability and validity B. Iwata, De Leon, I. Reliability and Validity of the Functional Analysis Screening Tool. <i>Journal of Applied Behavior Analysis</i> .46 (2013):271-28.
2	1/16/24	Health Care Costs and Outcomes: Racial and Ethnic Disparities in Health and Cost of Multidisciplinary Care	<i>Protocol topic must be selected by the start of class 3</i> -Paganoni S, Nicholson K, Leigh F, Swoboda K, Chad D, Drake K, Haley K, Cudkowicz M, Berry JD. Developing multidisciplinary clinics for neuromuscular care and research. <i>Muscle Nerve</i> . 2017 Nov;56(5):848-858. doi: 10.1002/mus.25725. Epub 2017 Aug 29. PMID: 28632945; PMCID: PMC5656914. - Porter NC, Morgenstern LB. Racial and Ethnic Equity in Neuromuscular Care—Time for Our Action to Live Up to Potential. <i>JAMA Neurol</i> . 2022;79(12):1221–1222. doi:10.1001/jamaneurol.2022.2808
3	1/23/24	The Patterns of Palliative Care Reliability and Validity for the Functional Assessment Tools	- DeCoursey DD, Silverman M, Oladunjoye A, Balkin EM, Wolfe J. Patterns of Care at the End of Life for Children and Young Adults with Life-Threatening Complex Chronic Conditions. <i>J Pediatr</i> . 2018 Feb;193:196-203.e2. doi: 10.1016/j.jpeds.2017.09.078. Epub 2017 Nov 22. PMID: 29174080; PMCID: PMC5794525. - Ring H. Functional assessment in rehabilitation medicine: clinical applications. <i>Europa Medicophysica</i> . 2007 Dec;43(4):551-555. PMID: 18084179. Missouta-VITAS Quality of Life Index Karnofsky Performance Scale -Patient reported outcomes in neurological patient population Minimal important difference to infer changes in health-related quality of life -systematic review
4	1/30/24	Patient Reported Outcomes Adverse Events	-Funabashi M, Gorrell LM, Pohlman KA, Bergna A, Heneghan NR (2022) Definition and classification for adverse events following spinal and peripheral joint manipulation and mobilization: A scoping review. <i>PLoS ONE</i> 17(7): e0270671. https://doi.org/10.1371/journal.pone.0270671 -Grover KM, Sripathi N. Prevention of Adverse Outcomes and Treatment Side Effects in Patients with Neuromuscular Disorders. <i>Semin Neurol</i> . 2022 Oct;42(5):594-610. doi: 10.1055/s-0042-1758779. Epub 2022 Nov 18. PMID: 36400111.
5	2/6/24	Clinical Practice Guidelines and Health Outcomes	-WHO International Classification of Functioning, Disability, and Health (ICF) International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY) -Quality of life and community re-integration are pivotal rehabilitation goals Standardized Form-36

			Community Integration Questionnaire Reintegration to Normal Living Index Rehabilitation Measures Database. Rehabilitation Institute of Chicago http://www.rehabmeasures.org/default.aspx
6	2/13/24	The History and Physical Examination of a Patient with Disability	-Ring H. Functional assessment in rehabilitation medicine: clinical applications. <i>Eura Medicophys.</i> 2007; 43(4):551-5(ISSN: 0014-2573) Missoula-VITAS Quality of Life Index -Ebrahim Bani Hassan, Mahdi Imani, Gustavo Duque, Is Physical Frailty a Neuromuscular Condition?, <i>Journal of the American Medical Directors Association</i> , Volume 20, Issue 12, 2019, Pages 1556-1557, ISSN 1525-8610, https://doi.org/10.1016/j.jamda.2019.10.019 . -Heeb Desai R, Kiserow R, Mullings A, Smith M, Tucker S, Eyler A, Stark S, Morgan K. Exploring the Perspectives of Adults Aging With Long-Term Physical Disabilities on Physical Activity: A Qualitative Study. <i>Am J Health Promot.</i> 2023 Jun;37(5):654-663. doi: 10.1177/08901171221151123. Epub 2023 Jan 9. PMID: 36624040; PMCID: PMC10468916.
7	2/20/24	Physical Activity and Well-being in Neuromuscular Care	-Jones K, Hawke F, Newman J, Miller JA, Burns J, Jakovljevic DG, Gorman G, Turnbull DM, Ramdharry G. Interventions for promoting physical activity in people with neuromuscular disease. <i>Cochrane Database Syst Rev.</i> 2021 May 24;5(5):CD013544. doi: 10.1002/14651858.CD013544.pub2. PMID: 34027632; PMCID: PMC8142076. -Song JZ, Catizzone M, Arbour-Nicitopoulos KP, Luong D, Perrier L, Bayley M, Munce SEP. Physical performance outcome measures used in exercise interventions for adults with childhood-onset disabilities: A scoping review. <i>NeuroRehabilitation.</i> 2020;47(4):359-380. doi: 10.3233/NRE-203250. PMID: 33164958.
8	2/27/24	Neuromuscular Impairment and Pain	-Tucker-Bartley A, Lemme J, Gomez-Morad A, Shah N, Velu M, Birklein F, Storz C, Rutkove S, Kronn D, Boyce AM, Kraft E, Upadhyay J. Pain Phenotypes in Rare Musculoskeletal and Neuromuscular Diseases. <i>Neurosci Biobehav Rev.</i> 2021 May;124:267-290. doi: 10.1016/j.neubiorev.2021.02.009. Epub 2021 Feb 10. PMID: 33581222; PMCID: PMC9521731. -Roseen EJ, Ward RE, Keysor JJ, Atlas SJ, Leveille SG, Bean JF. The Association of Pain Phenotype with Neuromuscular Impairments and Mobility Limitations Among Older Primary Care Patients: A Secondary Analysis of the Boston Rehabilitative Impairment Study of the Elderly. <i>PM R.</i> 2020 Aug;12(8):743-753. doi: 10.1002/pmrj.12336. Epub 2020 Feb 25. PMID: 31994830; PMCID: PMC9510905.
9	3/5/24	Outcomes with Special Population Task Analysis Video Clinical scenario	-Physical inactivity: ageing Timed Up and Go Functional Gait Assessment 30 seconds Chair Rise Test Activities-Specific Balance Confidence Scale www.ebrsr.com
10	3/12/24	Spring Break	
11	3/19/24	Predicting Recovery Post Injury	part I: upper extremity part II: Lower extremity
12	3/26/24	Assessment of Movement	Lower Extremity subscale

			Lower Extremity subscale Basic mobility subscale
13	4/2/24	- Student Presentations of Protocols	
14	4/9/24	- Student Presentations of Protocols	
15	4/16/24	- Student Presentations of Protocols	

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392- 6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

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

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

ACADEMIC REQUIREMENTS AND GRADING

Course assignments are designed to scaffold the process of measurement development. Each assignment will support the student in their process to develop and pilot a measure. All assignments are submitted on the course canvas site, uploaded as word documents or pdfs. Rubrics for all assignments are posted on canvas. Students are encouraged to use office hours to discuss assignment ideas and assignment progress.

EVALUATION AND GRADING Grades will be based on attendance and participation in discussions (20%); Interim Presentation (20%); Study Protocol (40%), Final Presentation (20%). All deadlines must be met. Any assignment turned in after the deadline will receive one grade below what it would have earned had it been submitted on time. Grades will be assigned as follows:

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

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

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

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades> <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Exam Policy

Policy Related to Make up Exams or Other Work

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

Policy Related to Required Class Attendance

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>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class Decorum

Please: (1) be on time, (2) respect others' points of view, (3) listen quietly when others are speaking, and (4) turn off cell phones, alarms, and other such distractions.

COURSE EVALUATION Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CANVAS Course information, readings, and grades are available on Canvas at <http://lss.at.ufl.edu/>. You must have a Gatorlink account to log on. You are expected to check the web site on a regular basis (i.e., at least one day prior to each class meeting).

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

To create as inclusive a learning environment as possible, I will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. I strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. I seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must

then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Support Services for Counseling and Student Health

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

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-3921111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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.

Recording Within the Course:

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

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>