University of Florida

College of Public Health & Health Professions Syllabus

SPA 5225 – Speech Pathology: Stuttering (3.0 credit hours)

Fall 2021

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| **Instructor:** Patrick Briley PhD, CCC-SLP  **Office Hours:** Mondays and Wednesdays 12-1pm and/or by appointment via phone, email, or WebEx  **Office Phone:** 252-916-0021  **E-mail:** briley.pa@ufl.edu | **Course time:** Mondays, 1:55 PM – 4:55 PM  **Classroom:** Online  **Credit Hours:** 3 |

**Required Text:**Stuttering: An integrated approach to its nature and treatment (5th ed.)

             Barry Guitar

             Wolters Kluwer; 5th edition (2019)

 ISBN-13: 978-1496346124 ISBN-10: 1496346122

***Required readings***

Petrunik, M., & Shearing, C. D. (1983). Fragile facades: Stuttering and the strategic manipulation of awareness.

*Social Problems, 31*, 125-138.

Perkins, W. H. (1990). What is stuttering? *Journal of Speech and Hearing Disorders, 55,* 370-382.

Tichenor, S. E., & Yaruss, J. S. (2019). Stuttering as defined by adults who stutter. *Journal of Speech, Language,*

*and Hearing Research*, *62*(12), 4356-4369.

Blomgren, M. (2013). Behavioral treatments for children and adults who stutter: A Review. *Psychology Research*

*and Behavior Management, 6,* 9.

Onslow, M., Webber, M., Harrison, E., Arnott, S., Bridgman, K., … , Hearne, A. (2021). The

Lidcombe Program treatment guide.

<https://www.uts.edu.au/sites/default/files/2021-04/Lidcombe%20Program%20Treatment%20Guide%202021%20v1.3%202021-04-27.pdf>

**Additional Academic Resources**

[Career Connections Center](https://career.ufl.edu/): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](https://cms.uflib.ufl.edu/ask): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](https://teachingcenter.ufl.edu/): Broward Hall, 352-392-2010 or to make an appointment 352- 392- 6420. General study skills and tutoring.

[Writing Studio](https://writing.ufl.edu/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](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/) [Code webpage for more information](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](https://distance.ufl.edu/getting-help/student-complaint-process/).

**Course Description and Purpose:** This course is designed to provide students with a solid understanding of the current and historical concepts of the nature and etiology of stuttering and other fluency disorders. Students will learn to implement methodologies of assessment and treatment of children and adults with these disorders, to provide parent counseling, and to implement research design methods.

**Course Objectives and ASHA CAA Standards**

Following successful completion of this course, the student will be able to perform the following course objectives aligned with the ASHA CAA Standards:

|  |  |  |
| --- | --- | --- |
| **Course Objective** | **ASHA CAA Standard** | **Activity to Assess Competency** |
| In the area of **Fluency**, demonstrate knowledge of: etiology, characteristics, underlying anatomical, physiological, psychological, linguistic, cultural, and acoustic characteristics, and developmental nature of articulation. | 3.1.2B Foundations of Speech-Language Pathology Practice: FLUENCY | Assignments, content exams, and case study |
| In the area of **Fluency**, demonstrate knowledge of principles and methods of identification of communication swallowing disorders and differences. | 3.1.3B Identification and prevention of Speech, Language and Swallowing Disorders and Differences | Assignments and content exams |
| Demonstrate knowledge of the ***Evaluation* of Fluency.** | 3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences | Assignments and content exams |
| Demonstrate knowledge of **Intervention in terms of Fluency** to minimize the effects of changes in the speech mechanism. | 3.1.5B Intervention to minimize the effects of changes in the Speech, Language, and Swallowing Mechanism | In-class participation, assignments, and content exams |
| Demonstrate knowledge and skills of ethical conduct when working with individuals across the lifespan. | 3.1.6B Ethical Conduct | Assignments, content exams, and case study |

**COURSE REQUIREMENTS**

**Point System Used**

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

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

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

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

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

More information on UF grading policy may be found at: [http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades](http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020%23grades%20%20)

**Point Distribution**

3 Exams 300 points

Presentation 60 points

Writing Assignment 40 points

Due dates for assignments and exams will be given in class and/or posted on Canvas. These points are subject to change, however, any changes will be documented in writing (Canvas or email) prior to the end of the semester. The instructor has the ability to raise or lower any borderline grade (e.g., 79%, 89%) based on academic performance, involvement in class, and/or academic/professional disposition. Points can be deducted for reasons listed under the class policies. Curves are otherwise not typically used in this course.

**75%** of your grade will be based on 3 exams (Exam 1 (25%), Exam 2 (25%), and the Final Exam (25%). Questions will be based on information from the lectures, chapters, and any additional required readings. The final will be cumulative in the sense that all course material builds on previously covered material.

**10%** of your grade will be based on a writing assignment, which will be due on 10/24 by 11:59 pm. These writing assignments will be submitted via Canvas, under “assignments” tab, labeled Writing Assignment. The writing assignment will be an article review of “Reactions and Responses to Stuttering and How They Contribute to Stuttered Speech that Listeners Perceive as Fluent”, which will be presented to the class as we approach the due date.

**15%** of your grade will be based on group presentations pertaining to selected topics. Some topic choices are listed below, but groups can choose a unique topic if approved by instructor.

You will work in small groups for this assignment. Each group will select a topic of mutual interest and prepare a power point presentation on the topic. Each group is responsible for providing research and references. Examples of topics that would be appropriate include:

* Anticipation of stuttering and its impact on other stuttering behaviors
* The Role of Support Groups

What are the major support groups for people who stutter in the U.S.?

What other organizations are available for helping people who stutter?

How can clinicians help their clients participate in *both* support groups and treatment?

What are ways that support groups help people who stutter?

What does the evidence say (regarding outcomes) about participation in support groups?

* Current Theories

What factors are typically involved in multifactorial theories about stuttering?

What is the *demands and capacities* model and what does it tell us about stuttering?

What does research tell us about linguistic, motoric, and temperamental aspects of stuttering?

Do you interpret any findings differently?

* Factors that increase the likelihood of stuttering

What linguistic, paralinguistic, and situational factors increase the likelihood that certain *words* and *utterances* will contain speech disfluencies?

How would you discuss/explain this with parents, people who stutter, and other professionals?

What is delayed auditory feedback and frequency altered feedback?

What other factors induce a reduction in observable stuttering behaviors and why do these factors affect people’s speech?

What role can these factors play in the treatment of stuttering? *(You can hypothesize here too!)*

* Control

Can PWS control their speech?

How might this term get misunderstood?

You can go to archives in StutterTalk and discuss views of experts and align those views with your views

* Modifying Speech

What are the basic principles upon which speech modification strategies are based?

What are the basic treatment procedures involved in speech modification?

What data are there to indicate the efficacy of this approach?

What are some similarities of stuttering modification and fluency shaping?

* Preschool Children who Stutter

Should SLPs take a wait and see approach with preschool children who stutter?

What is the ultimate goal of treatment for preschool children who stutter?

What types of treatment options are available for preschool children who stutter?

What are the primary strategies used in “indirect” therapy for preschool children who stutter?

What specific aspects of the environment do we try to modify in indirect treatment? Why?

What evidence is there that these strategies are effective?

* “Direct” treatment and Parent Training in Preschool Children who Stutter

What are the primary strategies used in “direct” therapy for preschool children who stutter?

What specific aspects of the child’s speech do we try to modify in direct treatment? Why?

What evidence is there that these strategies are effective?

* The *Lidcombe Program* for treating childhood stuttering

On what theoretical principles is the Lidcombe approach based?

How do you administer this type treatment?

What evidence is there in support of this approach?

* Evaluating School-Age Children Who Stutter

What are the basic *procedures* of the diagnostic evaluation for school-age children who stutter?

How can you assess the communication attitudes of school-age children who stutter?

What information helps you determine whether a child should be enrolled in treatment?

What are the *goals* of treatment for school-age children who stutter?

What are basic procedures for helping school-age children who stutter improve their fluency? change their stuttering? improve their communication attitudes?

How can we work towards generalizing gains in clinic to other settings?

How can school-age children who stutter benefit from support groups?

What do you do if a child is not motivated to participate in treatment?

What do you do if the child is reacting experiencing bullying and teasing about stuttering?

What do you do if the child has strongly negative emotional reactions to teasing?

Thoughts on children who stutter being grouped with other children who do not stutter?

What are some potential roadblocks to treating school-age children who stutter in the school setting and how do you overcome these roadblocks?

How do you work with the family when you’re in a school setting?

What should you do if the family has different goals for treatment than you or the child?

Each group has to choose a topic and present it in class (15 min). Each group’s topic and date must be approved by the professor. Each student group will prepare a fact sheet describing the topic pre-approved by the professor incorporating at least 5 journal articles (Websites and books can be used in addition to the articles). Students will have the opportunity to ask questions and discuss the content during class. The presentation should reflect the work and participation of all members of the group; however, it will be left up to the group to determine each member’s contributions. Each group should prepare a brief handout outlining the group project, summarizing the important “take home” messages from the presentation, and citing the appropriate references used in the project. All presentations will be graded on content and presentation style.

**Rubric for slide presentation and handout**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Scoring Criteria** | **Total Points** | **Score** |
| **Organization**  **(15 points)** | Used 5 articles. | 2.5 |  |
| Presented a thorough and organized power point presentation and handout/fact sheet. | 5 |  |
| Presentation followed a logical sequence, used transitions, and provided a summary at the end. | 2.5 |  |
| **Content**  **(45 points)** | Introduction is attention-getting, stated general and core characteristics of the topic. | 5 |  |
| Technical terms are well-defined in language appropriate for  the target audience. | 5 |  |
| Discussed the topic clearly. | 10 |  |
| Discussed opposing views of the topic or aspects of the topic that are currently be researched. | 10 |  |
| Visual aids were well prepared, informative, effective, and not  distracting. | 5 |  |
| Length of presentation was within the assigned time limits. | 5 |  |
| Information was well communicated. | 10 |  |
| **Score** | **Total Points** | **60** |  |

**TOPIC SCHEDULE AND READINGS**

The course syllabus is a general plan for the semester and deviations may be necessary as the semester progresses. If we deviate from the course schedule, changes will be announced in class or communicated through Email.

**CALENDAR OF TOPICS AND READINGS**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Week | Topic | Readings |
| 8/29 | 1 | Review of Syllabus, The Experience of Stuttering | Petrunik & Shearing, 1983  Tichenor & Yaruss, 2019)  From required readings |
| 9/5 | 2 | Stuttering Conceptualized on a Model of Motor Speech Production and the influence of such on treatment |  |
| 9/12 | 3 | Labor Day – (No Class) |  |
| 9/19 | 4 | Guitar’s overview and Stuttering and the Brain | Chapters 1 and 2  From required text |
| 9/26 | 5 | Research on stuttering and developmental factors relating to stuttering and Review for Exam 1  **Exam 1 (9/26-10/2)**  **Exam will close at 11:59 pm on 10/2** | Chapters 3, 4, and 5  From required text |
| 10/3 | 6 | Theories of Stuttering and development of stuttering | Chapters 6 and 7  From required text  (Perkins, 1990)  From required readings |
| 10/10 | 7 | Read assigned article and begin working on writing assignment. | Chapters 8, 9, and 10  From required text  (Blomgren, 2013)  From required readings |
| 10/17 | 8 | Assessment and Preliminary to Treatment |  |
| 10/24 | 9 | Treatment  **Writing assignments Due** | Chapters 11 and 12  From required text  (Packman et al., 2016)  From required readings  **Notify instructor of Group Project topic** |
| 10/31 | 10 | Treatment | Chapters 13, 14, and 15  From required text |
| 11/7 | 11 | Review for Exam 2  **Exam 2 (11/7-11/13)**  **Exam will close at 11:59 pm on 11/13** |  |
| 11/14 | 12 | Guest speakers  (Previous clients who stutter and have received treatment)  Discussion of issues related to evaluation and outcome measures. |  |
| 11/21 | 13 | **Group Project Presentations** |  |
| 11/28 | 14 | **Group Project Presentations** |  |
| 12/5 | 15 | Discussion of current literature and Praxis Review  articles to be discussed will be shared with class for  review on 11/7 |  |
| Final Exam | | **Final** **Exam**  **Exam will close at 11:59 pm on 12/14** |  |

**Caveat:**

This syllabus represents a written contractual agreement between students and instructor. Occasionally, it may be necessary to revise this syllabus to meet students’ or university’s needs. I reserve the right to revise this syllabus if the need arises. Advance notification will be provided to you. Any effect to grading will be accounted for and students will be notified accordingly.

**Course Policies**

***Policy Related to Make up Exams or Other Work***

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

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

If you are unable to meet a deadline due to illness or emergency, you are expected to contact the instructor no later than one day after the due date to discuss arrangements for rescheduling a new due date. Unexcused absences for examinations will be graded as a “0.” Assignments that are submitted after the grace period described above without prior instructor approval for late submission, will be lowered one letter grade.

Make-up examinations following illness or emergency will be offered at a time determined by the instructor, and it is possible that the format of the make-up examination will differ from that of the original examination.

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

***Policy Related to Required Class Attendance***

Attendance in class is required each week and will be monitored weekly by the instructor using the class roster. Classes will start promptly at 1:55 p.m. Students are expected to be in the classroom at that time. If you are not able to attend class, you are required to notify the instructor (preferably in advance of the start of the class). If you have more than two unexcused absences, your course grade will be lowered by one letter grade interval (e.g., A- goes to B-).

In our graduate program, class attendance is factored into the program’s assessment of students’ *professionalism*. ASHA’s standards for clinical certification include expectations for professional behavior and interaction with colleagues; thus, students who repeatedly do not meet expectations concerning attendance in class may be placed on a remediation plan to improve their performance with respect to this clinical certification standard.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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

***Expectations Regarding Course Behavior***

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

***Communication Guidelines***

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

Collegial, respectful working environments are a key to effective, healthy work environments. Students are expected to interact with the professor and with classmates in a professional, respectful manner always. Portions of our class and certain class activities may conducted online. In such cases, [UF’s Netiquette Guidelines](https://www.google.com/url?sa=t&rct=j&q&esrc=s&source=web&cd&ved=2ahUKEwjvsZ_itsDyAhWBQTABHdSxAwYQFnoECAMQAQ&url=https%3A%2F%2Fteach.ufl.edu%2Fwp-content%2Fuploads%2F2020%2F04%2FNetiquetteGuideforOnlineCourses.docx&usg=AOvVaw1LcXzQI6Hd-l8BENsHegUt) apply. Many of the general principles in the Guidelines document apply to in-person class and clinic settings as well. Students who repeatedly do not meet expectations for interpersonal communications will be placed on a remediation plan that is designed to improve their performance with respect to this clinical certification standard.

**Academic Integrity**

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> <http://gradschool.ufl.edu/students/introduction.html>

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

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>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://ufl.bluera.com/ufl/](https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZlYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFRywCoehRho&s=itVU46DDJjnIg4CW6efJOOLgPjdzsPvCghyfzJoFONs&e).

Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-](https://gatorevals.aa.ufl.edu/public-results/) [results/](https://gatorevals.aa.ufl.edu/public-results/).

**SUPPORT SERVICES**

***Accommodations for Students with Disabilities***

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office [http://www.dso.ufl.edu](http://www.dso.ufl.edu/) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

***Counseling and Student Health***

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

The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: [http://www.counseling.ufl.edu](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](https://police.ufl.edu/) or call 352- 392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352- 733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit](https://ufhealth.org/emergency-room-trauma-center) [the UF Health Emergency Room and Trauma Center website](https://ufhealth.org/emergency-room-trauma-center).

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

***Inclusive Learning Environment***

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships.

We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or

affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’

Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu/)