**University of Florida**

**College of Public Health & Health Professions Syllabus**

**SPA 6581 – Audiologic Rehabilitation (3 credits)**

**Summer 2023**

**Delivery Format: On-Campus**

**http://audiology.ufl.edu/images/stripe.gif**

Instructor’s Name: Emily Gaines, Au.D., CCC-A

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Office Hours: By appointment

Preferred Course Communication: e-mail

**PURPOSE AND OUTCOME**

**Course Overview**

This course focuses on the foundations of audiologic rehabilitation and its implementation with patients across the lifespan.

**Relation to Program Outcomes**

The content of this course is designed to provide academic and practical preparation towards the acquisition of the following required knowledge and skills in accordance with ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology (Section II: Knowledge and Skills Outcomes). Outcomes will be assessed through class discussions, examinations, written assignments, and projects.

<https://www.asha.org/certification/2020-audiology-certification-standards/>

**A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span  
A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing loss throughout the life span**

**A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and significant others    
A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions  
A10. Effects of hearing loss on educational, vocational, social, and psychological function throughout the life span**

**B1. Educating the public and those at risk on the topics of prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders  
B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span**

**D3. Facilitating and enhancing clients’/patients’ and their families’ understanding of, acceptance of, and adjustment to auditory and vestibular disorders  
D4. Enhancing clients’/patients’ acceptance of and adjustment to hearing aids, hearing assistive technologies, and Osseo integrated and other implantable devices  
D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing loss for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life   
D6. Facilitating clients’/patients’ acquisition of effective communication tools and techniques of coping skills   
D7. Promoting clients’/patients’ self-efficacy beliefs and promoting self-management of communication and related adjustment disorders  
D8. Enhancing adherence to treatment plans and optimizing treatment outcomes  
D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed**

**E1. Engaging clients/patients in the identification of their specific communication difficulties and adjustment to them by eliciting client/patient narratives and interpreting self-reported and/or caregiver-reported measures   
E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory–perceptual and motor skills, and other health/medical conditions as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues   
E4. Providing assessments of family members’ perception of and reactions to communication difficulties  
E5. Identifying the effects of hearing loss and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning    
E6. Engaging clients/patients (including, as appropriate, school-aged children and adolescents) and family members in shared decision-making regarding treatment goals and options   
E7. Developing and implementing individualized intervention plans based on clients’/patients’ preferences, abilities, communication needs and problems, and related adjustment difficulties  
E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients’/patients’ communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit  
E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations  
E19. Ensuring compatibility of HATS when used (a) in conjunction with hearing aids, cochlear implants, or other devices and (b) in different-use environments  
E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication  
E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder  
E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances  
E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome**

**F3. Educating parents regarding the potential effects of hearing loss on speech-language, cognitive, and social–emotional development and functioning  
F4. Educating parents regarding (a) optional and optimal modes of communication and (b) educational laws and rights, including 504 plans, individualized education programs (IEPs), individual family service plans (IFSPs), and individual health plans**

**F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices, implanted devices, and HATS  
F7. Planning and implementing parent education/support programs concerning the management of hearing loss and subsequent communication and adjustment difficulties  
F8. Providing for intervention to ensure age- and developmentally appropriate speech and language development  
F9. Administering self-assessment, parental, and educational assessments to monitor treatment benefit and outcome  
F10. Providing ongoing support for children by participating in IEP or IFSP processesF12. Evaluating acoustics of classroom settings and providing recommendations for universal design and accommodations  
F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals**

**Course Goals**

Students will:

* Examine current practice in audiologic rehabilitation in pediatric and adult populations
* Implement outcome measure assessments
* Demonstrate counseling skills appropriate for rehabilitative (individual and group) settings
* Evaluate recommendations of hearing assistive technology
* Investigate resources and accommodations for individuals with hearing loss
* Explore computer-based audiologic rehabilitative methods
* Examine the unique rehabilitative needs of each population
* Explore the patient’s journey through the rehabilitative process

**Course Learning Objectives**

Students will:

* Define audiologic rehabilitation and the primary goals associated with this process.
* Identify the different health care providers who contribute to the coordination and implementation of audiologic rehabilitation.
* List some recent technological advances that have led to improvements in audiologic rehabilitation.
* List and describe the main physical parameters associated with the acoustics of speech.
* Explain the differences between auditory detection, discrimination, identification, and comprehension.
* Analyze cases and example patient profiles according to the World Health Organizations (WHO) guidelines for functioning and impairment**.**
* Obtain and interpret a communication-needs profile for an adult patient and detail the social, vocational, and emotional consequences of their hearing loss.
* Describe how residual hearing contributes to the success in speechreading.
* Describe the link between cued speech and speechreading.
* List language characteristics of children who are DHH.
* List speech characteristics of children who are DHH.
* Identify how hearing loss can impact speech development.
* List and describe candidacy criteria for amplification or other sensory-prosthetic devices.
* Define assistive listening devices (ALDs).
* List the key components of the Individuals with Disabilities Education Act.
* Describe what an Individualized Education Plan is and how it is developed for a child.
* Describe the influence that classroom acoustics can have on the education of those with hearing loss.
* List principles of family-centered practice.
* List and describe the management aspects of the audiologic rehabilitation therapist during the school years.
* Describe the possible hearing assistive technology that may be used by school-age children.
* Identify normal and abnormal consequences of aging and how they impact communication and auditory rehabilitation.
* Explain why nonauditory age-related health conditions (e.g., dementia, falls, vision loss) are relevant to audiologic rehabilitation.
* Explain the importance of family-centered AR for patients of all ages.
* Explain strategies for auditory and auditory-visual, communication skills, and coping strategy training techniques and complete simulation exercises.
* Define the provisions of the American with Disabilities Act as it pertains to individuals with hearing loss and investigate accommodations and compliance within the community.
* Design a group AR program (6 sessions) to meet the needs of a specific population with hearing loss.

**Instructional Methods – Blended Learning**

This is a graduate level course providing detailed examination of rehabilitative strategies, techniques, and considerations for geriatric, adult, and pediatric populations. To successfully address all of these topics during the semester a combination of lecture, class discussion, and activities will comprise the majority of the class sessions. E-learning in Canvas will be used to facilitate discussion, distribute materials, and for assignment and assessment submissions during the semester. Development of written and oral communication skills commensurate with a graduate level is emphasized in all graded assignments.

***What is blended learning and why is it important?***

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

***What is expected of you?***

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

# Course Materials and Technology

**Required Textbook:** Tye-Murray, N. (2024). Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members. Pearson. New York.

**E-learning**: Canvas will be used to facilitate discussion, distribute materials, and for assignment and assessment submissions during the semester.



**Course Content Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topics** | **Assignment(s)** |
| 1 | 5/16 | -Course Overview  -What is Audiologic Rehabilitation? | In Class: Introduction  At home: Read Ch. 1-2, watch videos |
| 2 | 5/23 | -Concepts and Components of AR  -WHO Impairment and Functioning  -ADA | In Class: Discussion and graded activity/assignment 1 **(DUE IN CLASS)**  At Home: Read Ch.3-4, watch videos |
| 3 | 5/30 | -Plasticity, Improving Speech Perception: Auditory and Audiovisual Training, Discourse Tracking, and Clear Speech | In Class: **QUIZ 1 (Ch.1-4),** discussion and activity  At Home: Read Ch. 5-6, watch video |
| 4 | 6/6 | -Communication Strategies and Conversational Styles, and Implementation | In Class: Discussion and graded activity/assignment 2 **(DUE 6/9)**  At Home: Read Ch. 7, watch videos |
| 5 | 6/13 | -The Importance of Psychosocial Support, Audiologic Counseling, and Self-Advocacy | In Class: **QUIZ 2 (Ch.5-7),** discussion and activity  At Home: Read Ch. 14-15, watch videos |
| 6 | 6/20 | -Language, Speech, and Literacy | In Class: Discussion, graded activity/assignment 3 **(DUE IN CLASS),** and exam review  At Home: STUDY |
| 7 | 6/27 | **MIDTERM EXAM** | In Class: **MIDTERM EXAM**  At Home: Read Ch. 10-12, watch videos |
| 8 | 7/4 | **HOLIDAY: NO CLASS**  Happy Independence Day! | **HOLIDAY: NO CLASS**  At Home: Read Ch. 10-12, watch videos |
| 9 | 7/11 | -Identification of Hearing Loss in Children  -AR for Children | In Class: Discussion and graded activity/assignment 4 **(DUE 7/14)**  At Home: Read Chapter 13, watch videos |
| 10 | 7/18 | -Considerations for School-Aged Children  -Auditory Training for Children | In Class: **QUIZ 3** (Ch. 10-13), discussion and activity  At Home: Read Ch. 8-9, watch videos |
| 11 | 7/25 | -Aural Rehabilitation for Adults | In Class: Discussion and graded activity/assignment 5 **(DUE IN CLASS)**  At Home: NONE |
| 12 | 8/1 | -Ida Institute, Support Groups, Loop America, Health Literacy, Vocational Considerations | **Literature Review DUE**  In Class: Discussion, exam review  At Home: STUDY |
| 13 | 8/8 | **FINAL EXAM** |  |

\*\* Syllabus may be modified during the semester. Additional readings may be assigned and will be announced in class and on Canvas.

# ACADEMIC REQUIREMENTS AND GRADING

**Course Assignments**

1. **Assessments**

Students will complete three quizzes (5/30, 6/13, 7/18), one midterm examination (6/27), and one cumulative final examination (8/8).

1. **In-class Activities and Assignments**

Students will complete assignments and participate in activities during class time. Class participation is essential. In addition to class discussion, students will be asked to complete case reviews, investigate/create resources. All students are expected to contribute. Instructor will provide feedback regarding participation; Students with unexcused absences on assignments days will receive a grade of 0% for missed assignments.

1. **Literature Review – Paper (DUE 8/1)**

The articles below discuss evidenced-based practice for rehabilitation of adults with hearing loss. Each student will complete a literature review using at least 3 of the articles below in addition to one research article of the student’s choosing. Students will write a paper that addresses the following question: “Is Adult Aural Rehabilitation Beneficial?” Paper should be 2-3 pages in length, double spaced in 11 pt Calibri font. Copy of additional research article should also be submitted.

Anderson, S., White-Schwoch,T. Choie H.J. and Kraus, N. (2014). Partial maintenance of auditory-based cognitive training benefits in older adults. *Neuropsychologia 62: 286-296.* http://dx.doi.org/10.1016/j.neuropsychologia.2014.07.034

Chisolm, T and Arnold, M. (2012). Evidence about the effectiveness of aural

rehabilitation programs for adults. *Evidence-Based Practice in Audiology,* L. Wong and L. Hickson, eds, Plural Publishing: San Diego

Fabry, D.(2005). Creating the evidence: lessons from cochlear implants. J Am Acad Audiol 16, 515-522.

Sweetow, R. and Palmer, C.V. (2005). Efficacy of individual auditory training in adults: a systematic review of the evidence. J Am Acad Audiol.,16, 494-504.

Hawkins, D.B. (2005). Effectiveness of counseling-based adult group aural rehabilitation programs: a systematic review of the evidence. J Am Acad Audiol. 16, 485-493.

Henshaw, H and Ferguson, M.A. (2013). Efficacy of individual computer-based auditory training for people with hearing loss: a systematic review of the evidence. PLOS ONE, 8. http://dx.doi.org/10.1371/journal.pone.0062863

**Course Grade**

Final grade will be determined as follows:

* + Quizzes: 5% each (Total = 15%)
  + Exams: 20% each (Total = 40%)
  + In-class Activities/Assignments: 5% each (Total = 25%)
  + Literature Review: 20%

|  |  |  |
| --- | --- | --- |
| **Requirement** | **Due date** | **Points or % of final grade** |
| Activity/Assignment 1 | 5/23 | 5% |
| QUIZ 1 | 5/30 | 5% |
| Activity/Assignment 2 | 6/9 | 5% |
| QUIZ 2 | 6/13 | 5% |
| Activity/Assignment 3 | 6/20 | 5% |
| MIDTERM EXAM | 6/27 | 20% |
| Activity/Assignment 4 | 7/14 | 5% |
| QUIZ 3 | 7/18 | 5% |
| Activity/Assignment 5 | 7/25 | 5% |
| Literature Review | 8/1 | 20% |
| FINAL EXAM | 8/8 | 20% |
|  |  | **100%** |

**Grading Scale**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **% Earned** | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | < 60 |
| **Letter Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
| **Grade Points** | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | .67 | 0 |

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.

More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/>

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

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

# 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. Make-up examinations will be given only in extenuating circumstances and must be requested in writing.

**Policy Related to Late Assignments**

**Incompletes will be given only in extenuating circumstances and must be requested in writing. Late assignments WILL NOT BE ACCEPTED and will result in a zero.**

**Policy Related to Grading**

While bonus opportunities may be given, points will be awarded for additional work that is completed. Grades will not be adjusted on the basis of students’ preferences or desires to be given a higher letter grade.

# 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 (<https://catalog.ufl.edu/graduate/regulations/#text>).  Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**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 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/).



**Expectations Regarding Course Behavior and Communication Guidelines**

You are expected to attend class and participate. Each class member has a different

perspective. Sharing provides a more meaningful exchange of ideas and interest. As a

professional you will often be required to voice your opinion and perspective. Be respectful to

the ideas of peers or the instructor if they differ from your own beliefs or experiences.

You may use your laptop or tablet for class notes and class participation. Reviewing your e-mail,

on-line shopping, completing other assignments or any other non-class related activity is

disrespectful and distracting and you will be asked to remove yourself from class. Use of

phones during class is unacceptable there will be ample breaks in class to attend to your

personal calls or texts. If there is an impending emergency or pressing issue, please discuss

with me prior to the beginning of class.

**ZOOM Etiquette (Should you be in a virtual classroom)**

* **Keep video ON and microphone OFF**
* **Sit at a table, not propped in bed**
* **Eat before class**
* **Limit visual interruptions (e.g., pets)**

**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: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

**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. Evaluations are

typically open during the last two or three weeks of the semester, but students will be

given specific times when they are open. Summary results of these assessments are

available to students at https://evaluations.ufl.edu/results/.

**SUPPORT SERVICES**

# Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, 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.

**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>. Online 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 the UF Health Emergency Room and Trauma Center website](https://ufhealth.org/emergency-room-trauma-center).

**Important:** Do not wait until you reach a crisis to talk with someone. Many students have been helped 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)