Graduate Curriculum Committee

Minutes

January 8, 2026
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the December Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

CLAS – Latin American Studies

1. LAS 6XXX   *Latin American Thought*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21939

   The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

III. Course Change Proposal(s): The following proposals are newly requested revisions to existing courses already within the current course catalog in the curriculum inventory. The changes requested are listed below each of the proposals.

MED – General Medicine

1. CAI 5724   *AI in Health Design Studio I*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22277

   The proposal has been conditionally approved. Once revised, the GCC wishes to review the proposal again.

2. CAI 5731   *Biostatistics for AI*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22259

   The proposal has been conditionally approved. Once revised, the GCC wishes to review the proposal again.

IV. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

HHP – Tourism, Hospitality, & Event Management

1. HMG 6XXX   *AI and Blockchain for Secure Hospitality Transactions*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22084

   The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

2. HMG 6XXX   *AI Applications in Healthcare Hospitality and Service Innovation*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22086

   The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

3. HMG 6XXX   *AI-Driven Revenue Optimization in Hospitality*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22070

   The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

4. HMG 6XXX   *Automation and Robotics in Hospitality Operations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22078

   The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

5. HMG 6XXX   *Crisis and Risk Communication in Hospitality*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22073

   The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

6. HMG 6XXX   *Customer Experience and Personalization in Hospitality*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22071

   The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

7. HMG 6XXX   *Ethics and Governance of AI in Global Hospitality*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22080

   The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

8. HMG 6XXX   *Foodservice AI and Kitchen Automation*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22079

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

9. HMG 6XXX   *Hospitality Big Data & Machine Learning*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22069

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

10. HMG 6XXX   *Hospitality Franchise Management*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22076

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

11. HMG 6XXX   *Innovations in Restaurant Tech & Design*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22083

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

12. HMG 6XXX   *Market & Consumer Research Practices in Hospitality*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22075

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

13. HMG 6XXX   *Menu Engineering & Data Analytics*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22081

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

14. HMG 6XXX   *Negotiation and Conflict Resolution in Hospitality*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22072

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

15. HMG 6XXX   *Professional Paper: Strategic Marketing & Brand Positioning*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22085

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

16. HMG 6XXX   *Simulation and Digital Twins in Hospitality Design and Operations*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22074

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

17. HMG 6XXX   *Smart Culinary Lab*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22082

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

18. HMG 6XXX   *Talent Management and Workforce Analytics in Hospitality*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22077

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after the updates are shared with the GCC.

DCP – Interior Design

19. IND 5XXX   *Inclusive Design in the Built Environment*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22235

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

VM – Infectious Diseases and Pathology

20. VME 6XXX   *Grantsmanship Course*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21675

    The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC, and updates are shared with the full committee.

v. Information Items:

1. BCN 5705C – 21546 – Change to course title, description, and prerequisites
2. BCN 5722 – 21547 – Change to course title, description, and prerequisites

3. [BCN 6785](#) – 21544 – Change to course title, description, and prerequisites
4. [CLP 7949](#) – 22318 – Change variable and maximum repeatable credit
5. [DCP 7790](#) – 22126 – Change to course description
6. [DCP 7981](#) – 22129 – Change to course description
7. [EEL 5840](#) – 22042 – Add AI designation to an existing course
8. [EEL 6935](#) – 22044 – Add AI designation to an existing course
9. [GMS 6856](#) – 21934 – Add AI designation to an existing course
10. [GMS 7858](#) – 21937 – Add AI designation to an existing course

Graduate Curriculum Committee

Agenda

February 12, 2026
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the January Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

DCP – Architecture

1. ARC 5XXX   *Integrated Building Tech 1*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20297

   GCC requested clarifications for the delivery method, readings, and assignments. The Committee requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

2. ARC 5XXX   *Integrated Building Tech 2*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20298

   GCC requested clarifications for the delivery method, readings, and assignments. The Committee requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

3. ARC 5XXX   *Integrated Building Tech 3*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20299

   GCC requested clarifications for the course level, delivery method, prerequisites, readings, and assignments. The Committee requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

4. ARC 5XXX   *Integrated Building Tech 4*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20300

   GCC requested clarifications for the course level, delivery method, readings, and assignments. The Committee requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

CBA – Business Administration General

5. GEB 5XXX   *Career Success in Business*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21872

   GCC requested revisions to the course title, prerequisites, reading list, and assignments. There were also other incomplete sections of the syllabus that needed to be addressed. The Committee requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

III. Course Change Proposal(s): The following proposals are newly requested revisions to existing courses already within the current course catalog in the curriculum inventory. The changes requested are listed below each of the proposals.

   There are no modifications to present at this time.

IV. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

CLAS – Anthropology

1. ANG 6XXX   *Proposal Writing for Cultural Anthropology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22262

   Discusses the rhetorical skills needed to conceptualize, design, and write a competitive research proposal in cultural anthropology. Addresses identifying funding opportunities, communicating with program officers, and outlining a timeline for grant proposal writing and submission. Includes discussion of budget issues and institutional review board applications. Students produce a full grant proposal for external funding.

MED – General Medicine

2. CAI 5XXX   *Applied Data Science in Health*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22439

   Covering Python programming, data manipulation and visualization, statistical inference, and predictive modeling, Applied Data Science in Health provides students with fundamental programming and data science skills essential for AI applications in biomedical and health sciences. Students will learn to analyze healthcare datasets using computational methods including hypothesis testing, regression analysis, and classification. The course emphasizes simulation-based approach.

3. CLP 6XXX   *Advanced Clinical Practicum for Clinical Masters*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22296

   Provides the opportunity for advanced Master's trainees to practice application of advanced clinical skills in intervention, supervision and advocacy. Training will include appropriate practicum experience under the supervision of a licensed psychologist, approved by the Program Director. Each trainee and supervisor should establish a time individual/group supervision.

4. CLP 6XXX   *Advanced Psychotherapy Skills for Clinical Masters*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22273

   Builds intervention skills for second-year Clinical and Health Psychology master's students treating complex cases. Students deepen diagnostic, case conceptualization, and management competencies, assessed through discussion questions, ABPP-style presentations, and case studies. Completion of prior psychotherapy courses is required.

5. CLP 6XXX   *Clinical Practicum for Clinical Masters*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22289

   Builds intervention skills for second-year Clinical and Health Psychology master's students treating complex cases. Students deepen diagnostic, case conceptualization, and management competencies, assessed through discussion questions, ABPP-style presentations, and case studies. Completion of prior psychotherapy courses is required.

6. CLP 6XXX   *Introduction to Practicum for Clinical Masters*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22290

   Provides the opportunity for students in the terminal Master program to gain observational and application experience of evidence-based clinical skills in assessment and intervention. Each trainee will attend weekly group supervision meetings with doctoral students in the Department of Clinical and Health Psychology. Students will also observe an ongoing therapy case from a doctoral student on a weekly basis.

7. CLP 6XXX   *Introduction to Psychotherapy Theory & Practice for Clinical Masters*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22291

   Introduces foundational psychotherapy theories and practices, including therapeutic alliance, major theoretical orientations, and evidence-based practice. Through lectures, readings, discussions and case analysis, students learn to evaluate interventions and integrate clinical skills with research to prepare for licensure and practice in health service settings.

8. CLP 6XXX   *Masters in Clinical Psychology - Capstone*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22315

   Serves as the culminating learning experience for Clinical & Health Psychology Terminal Master's degree program. In this course, through completion of capstone project, students demonstrate a synthesis of foundational and applied clinical competencies. Students, in consultation with their faculty mentor, select a final project/paper appropriate to the student's educational and professional goals. The project serves as the basis of a formally paper and oral presentation.

9. CLP 6XXX   *Perioperative Brain: Behavior Theory*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22457

   Integrates concepts from neuropsychology, geriatric medicine, anesthesiology, and perioperative medicine. The course includes an overview of brain-behavior concepts, and introduction to the cognitive sequelae of common neurodegenerative disorders, and considerations for rapid delirium assessment in the perioperative environment. The class will demonstrate understanding of how social and structural factors can influence cognitive performance, particularly in older adults.

10. CLP 6XXX   *Psychotherapy for Clinical Masters*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22292

    Introduces psychotherapy and behavior change through readings, role-play, and discussion. Students explore evidence-based methods, develop skills in CBT and ACT, and learn to interpret therapy content and process. Emphasis is placed on therapeutic relationships, ethical practice, and understanding transference, resistance, and intake procedures to become effective therapists.

11. CLP 6XXX   *Scientific Thinking for Clinical Practice*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22293

    Introduces scientific thinking for clinicians: framing answerable questions, appraising evidence, understanding common designs, and interpreting results conceptually to inform assessment, diagnosis, prognosis, and treatment. Emphasis is on judgment and communication—not software or computation – and how these concepts relate to and impact clinical practice.

12. CLP 6XXX   *Supervision, Consultation, & the Business of Psychology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22298

    Prepare students to competently engage in supervisory and consultative roles while understanding the business and administrative aspects of professional psychological practice. Students will integrate evidence-based models of supervision, principles of

consultation and strategies for effective practice management. Emphasis placed on ethical and legal considerations, cultural competence, interprofessional collaboration and financial sustainability in context of private and organizational practice.

13. CLP 6XXX   *Wired to Behave: The Biology of Mind & Action*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22294

    Examines biological foundations of behavior with direct clinical application. Students integrate neuroanatomy, neurophysiology, endocrine and neurotransmitter systems with network models of cognition, psychopathology mechanisms, and lifespan change. The emphasis is on translating evidence to clinical assessment and intervention.

CALS – Food Science and Human Nutrition

14. DIE 6XXX   *Clinical Nutrition Practicum*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21674

    A practicum-based course designed to provide exposure and experiences in clinical sites (e.g., diabetes, and renal). Emphasizes skill development for entry-level practice.

COE – School of Human Development and Organizational Studies in Education

15. EDA 6910   *Supervised Research*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22267

    Guides graduate students in educational leadership and policy through a supervised research project as part of the completion of their graduate degree while emphasizing realworld application. Equips students with the practical skills necessary to complete an individual research project using the expertise of the supervisor. The number of credit hours will vary based on the scope of the student's research.

ENG – Engineering – General

16. EGN 6XXX   *Project in Applied Data Science*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21483

    Using concepts learned in prerequisite courses, including AI ethics, math foundations, applied data science, and machine learning, students will individually or as a team identify data science problems, formulate solutions, and apply data science knowledge in the context of a real-world project. Project requirements include preparing a plan, technical final report, delivering an oral presentation, and creating a software repository.

ENG – Environmental Engineering Sciences

17. ENV 6XXX   *Environmental Engineering Colloquium*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21941

    Seminar course with presentations by speakers from outside and inside the
    University of Florida on current research topics in environmental engineering.

18. ENV 6XXX   *Environmental Systems Modeling*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22162

    Design of simulation models for hydrological and encironmental processes. Covers the
    systems dynamics approach and its application in the field of hydrological and
    environmental engineering with its application to buliding models. Analysis of hydrological
    and environmental data from a systems perspective for use in models, including time-trend
    decompostion, frequency analysis, and issues of equifinality and uncertainty.

CALS – Horticultural Sciences

19. HOS 6XXX   *Plant Biochemistry*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21896

    Biochemical principles underlying regulation of plant metabolism, biosynthetic processes,
    and stress responses, together with AI prediction and modeling of protein structure.
    Integrated concepts include metabolic micro-environments in plants, photosynthesis,
    carbon/nitrogen balance, specialized plant products, quantitative analysis of enzyme
    kinetics, metabolic flux analysis, and regulatory signals with emphasis on their organismal
    context.

PHHP – Public Health

20. HSC 6XXX   *Discover the Future of Rehabilitation: Artificial Intelligence & Telehealth*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22499

    Explores how artificial intelligence (AI) and telehealth are reshaping contemporary
    rehabilitation practice. Learners examine AI tools such as computer vision, natural language
    processing, and predictive analytics, and how they support remote care, rehab tracking, and
    clinical decision-making. The course includes hands-on experience with AI-enabled
    workflows, with analyses and discussions on ethical, legal, social, and accessibility
    implications of AI for healthcare.

CALS – Food Science and Human Nutrition

21. HUN 6XXX *Food is Medicine: Nutritional Strategies for Disease Prevention and Management*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22002

    Examines the interscetion of science, culture, and potential clinical applications of food as a primary form of medicine. Emphasizes the role of food as a therapeutic tool in promoting well-being. health, longevity, and disease prevention. Critique scientific research, explore potential nutritional therapies, and evaluate the role of dietary choices in shaping wellness.

PV – Graduate School Academic

22. IDS 6XXX *Gator Lead*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22003

    Helps prepare participants for leadership roles in any career sector. Participants will develop self and career sector awareness while building their networks through a series of interactive workshops, small team discussions, one-on-one mentoring, and career path research.

DCP – Interior Design

23. IND 5XXX *Sustainable Interiors*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20563

    This experiential course uses LEED ID+C , WELL v2, and other Green Building Rating Systems standards to enhance students' abilities in integrating design principles for human resilience and environmental sustainability in buildings. Combining theory and practical application in real environments, students develop crucial skills in communication, critical thinking, project management, problem-solving, and teamwork for human-centered design.

COE – School of Teaching and Learning

24. MAE 5XXX *AI for Teaching and Learning Mathematics*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22339

    Explores the use of artificial intelligence (AI) and related technologies in mathematics education contexts. Examines instructional applications and ethical considerations through contemporary educational frameworks. Students develop skills to critically evaluate and responsibly integrate AI technology to support mathematical teaching and learning.

CALS – Agricultural and Life Sciences

25. PLP 6XXX   *Introduction to RNA Engineering*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22337

    Focuses on a specialized biology topic, RNA biology, including the fundamental features of RNA and their diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature and gain the ability to engineer RNA for regulating gene expression, controlling pests, and detecting environmental pollutants.

v. Information Items:

1. BCN 5618C – 21545 – Change course title and description
2. BCN 5789C – 21548 – Change course title, description, prerequisites, and co-requisites
3. DCP 7794 – 22130 – Change course description and prerequisites
4. DCP 7911 – 22127 – Change course description and prerequisites
5. ECH 6828 – 22401 – Change course description and objectives
6. EEE 5776 – 21671 – Change prefix, course title, and prerequisites
7. EGN 6217 – 21670 – Change prerequisites
8. EGN 6446 – 21517 – Change course title and prerequisites
9. PHC 6002 – 22494 – Change prerequisites
10. PHC 6447 – 22507 – Change course title and description
11. URP 6203 – 22244 – Change from variable credit to fixed credit (Non-repeatable)
12. URP 6341 – 22245 – Change from variable credit to fixed credit (Non-repeatable)
13. URP 6711 – 22246 – Change prerequisites and co-requisites

ARC 5XXX Integrated Building Tech 1 (20297)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

1) Clarify the delivery method. Should the Delivery Method be marked on-campus as well even though using CityLab-Orlando? Isn't any UF space considered "on-campus" even if not in Gainesville? Great question. Our locations are technically campuses.

2) There is an issue with using the same readings for the other course requests. This request lacks reading assignments. These books are references they will use throughout their careers. They read and refer to them throughout the sequence applying knowledge with greater understanding and detail each cycle. I added the readings.

3) The same book is used in the course sequence, so specific readings are necessary for each course to help explain differences. Request the inclusion of the reading list in alignment with the schedule on the syllabus. This also helps to convey that a course has been well developed and conceived. These books are references they will use throughout their careers. They read and refer to them throughout the sequence applying knowledge with greater understanding and detail each cycle. I added the readings.

    Request that assignment descriptions be included in the syllabus. Added.

Course|New for request 20297

Info

Request: ARC 5XXX Integrated Building Tech 1
Description of request: This is the first integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence.
Submitter: Stephen Bender sbender@ufl.edu
Created: 2/3/2026 11:20:04 PM
Form version: 4

Responses
Recommended Prefix ARC
Course Level 5
Undergraduate students in 5000 level courses No
Rationale for 5000 level course request This is the first integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.
Course Number XXX
Lab Code C
Category of Instruction Introductory
Course Title Integrated Building Technology 1
Transcript Title Integrated Building Tech 1
Degree Type Graduate

Delivery Method(s) Online, On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description The first course in a multi-year integrated building technology sequence introduces students to the fundamental aspects of building material systems, construction methods and digital design tools, workflows, and representation.
Co-requisites ARC 5XXX-Graduate Core Studio 1, or department approval
Prerequisites None
Rationale and Placement in Curriculum This is the first integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.

Course Objectives Course Objectives
•   Understand the fundamental aspects of building material systems
•   Understand the role of digital design tools
•   Develop skills in digital representation methods and output
•   Explore the spatial and tectonic properties of architecture by conducting case study
•   Use digital tools to explore, analyze, and document design ideas present in architecture
•   Demonstrate knowledge and skills by creating a case study report with written and visual content

Course Textbook(s) and/or Other Assigned Reading Allen, Edward, and Joseph Iano. Fundamentals of Building Construction: Materials and Methods. Sixth edition, Wiley, 2014. ISBN 978-1-118-13891-5

Ching, F. D. K. (2014). Building construction illustrated (Fifth edition). John Wiley & Sons, Inc.
Additional readings will be provided in the form of a course reader. Including excerpts from:
Deplazes, A. (2005). Constructing architecture : materials, processes, structures, a handbook. Birkhäuser ; Springer [distributor]. (eBook available through UF)
Harvard University Graduate School of Design. (1997). Harvard design magazine. Vol. 32, 2010.
Muratovski, G. (2016). Research for designers : a guide to methods and practice. Sage Publications.
Hegger, M. (2006). Construction materials manual. Birkhäuser ; Edition Detail. (eBook available through UF)
Samara, T. (2023). Making and Breaking the Grid : a graphic design layout workshop. ROCKPORT PUBLISHERS.
Schittich, C. (2001). Building Simply. DETAIL. https://doi.org/10.11129/detail.9783955531669. (eBook available through UF)

Weekly Schedule of Topics This course will cover a range of topics and will be delivered in focused, topical modules.

Materials and Methods (Module 1, 5-weeks)
Students are introduced to conceptual frameworks for material investigation, selection, and communication for architecture. Students explore the implications of material decisions in architecture, including embodied carbon. Students evaluate architecture by classification of material configurations: frame and lattice assemblies, solid mass, and groundworks.

Digital (Module 2-3, 10-weeks)
Students are introduced to digital workflows for architecture. Students learn fundamental techniques of architectural representation using digital methods, including image making and editing, 3D surface modeling, 3D solid modeling, digital drafting in 2D and 3D, perspective renderings, layout design and publishing. A case study project carried over from the Materials and Methods Module provides content to learn and apply techniques of digital architectural representation - drawings in plan and section, architectural diagrams and collage renderings. The module culminates in a project presentation layout with title, labels and annotation.

Content Delivery: The modules will be composed of three different methods of content delivery.
•   Lectures: present content and issues. Led by module instructors.
•   Labs: provide hands-on opportunity to examine, discuss and understand content.
•   Workshops: brief intense hands-on sessions to study specific topics within a module.
Workshops occur during lab sessions and include group work.

Materials and Methods Module
1   Allen, Ch. 1 & HDM, p.18-27, 74-77, 115-123   Introduction: Architectural Practice + Materiality, Buildings Contain Knowledge
2   Excerpt: Hegger, p.14-17, & Schittich, p. 8-44   Material Properties and Decisions, Embodied Carbon

Assignment 1:
3   Excerpt: Murotovski, Ch.6   Visual/Compositional analysis, case study method of architecture inquiry   Assignment 2. Cases assigned, Lab - in-class drawing session
4   Ching, Ch 2. DePlazes, p. 10-20   Frame/Lattice Assemblies   Assignment 3.
5   Ching, Ch 3. DePlazes, p. 10-20   Solid Construction   Assignment 4.

Digital Module
Week   Readings   Class Topic   Assignment/Activity

6   Lecture Notes   Intro to workflow, digital photography   Lab – photography
7   Lecture Notes   Photoshop: non-destructive editing, layers, collage   Lab, Assignment 5.
8   Samara, p.22-30 & Lecture Notes   InDesign: Portfolio Layouts   assignment 6. Lab-
Digital Publishing,
9   Lecture Notes   SketchUp   Lab- portfolio layouts in Adobe InDesign with the Blurb.com
plugin
10   Lecture Notes   SketchUp & case study check in   Assignment 7Lab SketchUp modeling
11   Lecture Notes   Photoshop 3D: Perspective Vignettes   Lab, Assignment 8.
12   Lecture Notes   Rhino   Lab, Assignment 9.
13   Lecture Notes   Rhino & case study check in   Assignment 10.Lab - digital workflow 3D to 2D
Adobe Illustrator
14   Lecture Notes   Illustrator Linework, Diagrams   Lab, Assignment 11.
15   Lecture Notes   InDesign: sheet layout composition and annotation   Lab, Assignment 12.
16   None   Summative review   Digital Portfolio due

Assignment Descriptions
Materials and Methods Module
• Assignment 1: 200-word reflection on material practice readings, with accompanying sketch.
• Assignment 2: 200-word reflection on carbon impact readings, with accompanying case study
diagrams
• Assignment 3: 200-word reflection on compositional analysis readings, with accompanying case
study diagrams
• Assignment 4: 200-word reflection on frame/solid tectonics readings, with accompanying case study
diagrams
Digital Module
• Assignment 5: architecture model photographs
• Assignment 6: digitally process a photograph to improve the quality
• Assignment 7: create a 3D model of studio physical model using SketchUp
• Assignment 8: export imagery from SketchUp and process in Photoshop
• Assignment 9: non-destructive photocollage rendering
• Assignment 10: 3D solid modeling
• Assignment 11: project spatial diagrams
• Assignment 12: export linework from Rhino and process in Adobe Illustrator
Summative Deliverable: Digital Portfolio
Grading Scheme Methodology
Learning objectives are reinforced through periodic assignments, scaffolded using case study projects.

•   Periodic Assignments - Assignments are made each class meeting and are due at the
beginning of the next class unless stated otherwise. Students are expected to engage IBT topics
through prototyping and testing. Final assessment is by the instructor.
•   Labs: Conducted during class time, labs and workshops provide hands-on opportunity to
examine, discuss and understand content. Labs may or may not have deliverables that contribute
toward grades – assessed by instructor.
•   Quizzes: Periodic quizzes will be given based on assigned reading and prior class lectures -
assessed by instructor.
•   Case Studies: Each student will conduct a case study of a significant architecture example.
Case studies provide content for periodic assignments. Case study research and writing progress is
checked periodically.
•   Portfolio: Case studies are delivered in the form of a project portfolio containing written and
visual content. The content synthesized into the portfolio consists of refined versions of work done by
students for periodic assignments, labs, and workshops, alongside students written case report -
assessed by instructor.

Evaluation of Grades

Assignment	Total Points		Percentage of Final Grade
Periodic Assignments (10)	12@10 each=120		24%
Lab/Workshop work (10)	10@10 each=100		19%
Case Study process (2 checks)	2@100 each=200		38%
Portfolio	100		19%
	520	100%	

Instructor(s) to be determined

Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

ARC 5XXX-Integrated Building Technology 1

ARC 5XXX   Section:
Class Periods: Days of week, period, and corresponding time of day
Location: Classroom location
Academic Term: Fall 2025
Total Credits: 3

Instructor:
Name
Email Address
Office Phone Number
Office Hours: Days of week, hours available, office location

Teaching Assistants:
Please contact through the Canvas website
- Name of TA, email address, office location, office hours
- Name of TA, email address, office location, office hours

Course Description
The first course in a multi-year integrated building technology sequence introduces students to the fundamental aspects of building material systems, construction methods and digital design tools, workflows, and representation.

Rationale and Placement in Curriculum
By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.

Course Pre-Requisites / Co-Requisites
Co-Requisite - ARC 5XXX-Graduate Core Studio 1

Course Objectives
- Understand the fundamental aspects of building material systems
- Understand the role of digital design tools
- Develop skills in digital representation methods and output
- Explore the spatial and tectonic properties of architecture by conducting case study
- Use digital tools to explore, analyze, and document design ideas present in architecture
- Demonstrate knowledge and skills by creating a case study report with written and visual content

Materials and Supply Fees
List if applicable

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Additional readings will be provided in the form of a course reader. Including excerpts from:
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Schittich, C. (2001). Building Simply. DETAIL. https://doi.org/10.11129/detail.9783955531669. (eBook available through UF)
UFApps – Graphics Applications (https://info.apps.ufl.edu/graphics-applications/) , Adobe including: Adobe Illustrator, Adobe InDesign, Adobe Photoshop, Autodesk AutoCAD, Rhinoceros, Trimble SketchUp Pro

Course Schedule
This course will cover a range of topics and will be delivered in focused, topical modules.

Materials and Methods (Module 1)
Students are introduced to conceptual frameworks for material investigation, selection, and communication for architecture. Students explore the implications of material decisions in architecture, including embodied carbon. Students evaluate architecture by classification of material configurations: frame and lattice assemblies, solid mass, and groundworks.

Digital (Module 2)
Students are introduced to digital workflows for architecture. Students learn fundamental techniques of architectural representation using digital methods, including image making and editing, 3D surface modeling, 3D solid modeling, digital drafting in 2D and 3D, perspective renderings, layout design and publishing. A case study project carried over from the Materials and Methods Module provides content to learn and apply techniques of digital architectural representation - drawings in plan and section, architectural diagrams and collage renderings. The module culminates in a project presentation layout with title, labels and annotation.

Content Delivery: The modules will be composed of three different methods of content delivery.
- Lectures: present content and issues. Led by module instructors.
- Labs: provide hands-on opportunity to examine, discuss and understand content.
- Workshops: brief intense hands-on sessions to study specific topics within a module. Workshops occur during lab sessions and include group work.

	Week	Readings	Class Topic	Assignment/Activity
Materials and Methods Module	1	Allen, Ch. 1 & HDM, p.18-27, 74-77, 115-123	Introduction: Architectural Practice + Materiality, Buildings Contain Knowledge	
	2	Excerpt: Hegger, p.14-17, & Schittich, p. 8-44	Material Properties and Decisions, Embodied Carbon	Assignment 1:
	3	Excerpt: Murotovski, Ch.6	Visual/Compositional analysis, case study method of architecture inquiry	Assignment 2. Cases assigned, Lab - in-class drawing session
	4	Ching, Ch 2. DePlazes, p. 10-20	Frame/Lattice Assemblies	Assignment 3.
	5	Ching, Ch 3. DePlazes, p. 10-20	Solid Construction	Assignment 4.

	Week	Readings	Class Topic	Assignment/Activity
Digital Module	6	Lecture Notes	Intro to workflow, digital photography	Lab – photography

7	Lecture Notes	Photoshop: non-destructive editing, layers, collage	Lab, Assignment 5.
8	Samara, p.22-30 & Lecture Notes	InDesign: Portfolio Layouts	assignment 6. Lab- Digital Publishing,
9	Lecture Notes	SketchUp	Lab- portfolio layouts in Adobe InDesign with the Blurb.com plugin
10	Lecture Notes	SketchUp & case study check in	Assignment 7Lab SketchUp modeling
11	Lecture Notes	Photoshop 3D: Perspective Vignettes	Lab, Assignment 8.
12	Lecture Notes	Rhino	Lab, Assignment 9.
13	Lecture Notes	Rhino & case study check in	Assignment 10.Lab - digital workflow 3D to 2D Adobe Illustrator
14	Lecture Notes	Illustrator Linework, Diagrams	Lab, Assignment 11.
15	Lecture Notes	InDesign: sheet layout composition and annotation	Lab, Assignment 12.
16	None	Summative review	Digital Portfolio due

Attendance Policy, Class Expectations, and Make-Up Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://gradcatalog.ufl.edu/graduate/regulations/

Attendance for all lectures, labs and/or workshops is mandatory, will be taken at the start of meetings, and recorded in canvas. Chronic absences and/or tardiness will have a negative impact on your grade. Tardiness of more than 20 minutes to any lab/lecture will be counted as an unexcused absence. Three or more unexcused absences may result in a full letter-grade reduction in the course. Four unexcused absences can result in failure of the course (see grade breakdown below). Materials covered in the lecture will be tested. If you must miss class, it is your responsibility to notify the instructors in a timely manner, as well as getting the assignments and notes from your classmates.

Evaluation of Grades
Methodology

Learning objectives are reinforced through periodic assignments, scaffolded using case study projects.

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Summative Deliverable: Digital Portfolio

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
PASSING GRADES	B	84 – 86.9	3.0	Good work
	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
FAILING GRADES	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

Minimum Cumulative GPA

SoA Honesty Policy

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

   There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
   - CAD drawings and construction details
   - design guidelines (written and graphic)
   - design, planning, and management projects or portions of projects
   - class reports and papers (again, both written and graphic information)
   - any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

   Examples of inappropriate activities include:
   - copying graphics for a report without crediting the original source
   - representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)
   - allowing someone else to represent your work as his own

   The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

   Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

   Multiple submissions of the same or similar work without prior approval
   If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

   Examples include:

   - misrepresenting reasons why work cannot be done as requested
   - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

- altering work after it has been submitted

- hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

Academic Policies & Resources

https://go.ufl.edu/syllabuspolicies

Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

ARC 5XXX Integrated Building Tech 2 (20298)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

1) Clarify the delivery method. Should the Delivery Method be marked on-campus as well even though using CityLab-Orlando? Isn't any UF space considered "on-campus" even if not in Gainesville? Great question. Our locations are technically campuses.

2) There is an issue with using the same readings for the other course requests. This request lacks reading assignments. These books are references they will use throughout their careers. They read and refer to them throughout the sequence applying knowledge with greater understanding and detail each cycle. I added the readings.

3) The same book is used in the course sequence, so specific readings are necessary for each course to help explain differences. Request the inclusion of the reading list in alignment with the schedule on the syllabus. This also helps to convey that a course has been well developed and conceived. These books are references they will use throughout their careers. They read and refer to them throughout the sequence applying knowledge with greater understanding and detail each cycle. I added the readings.

4) Request that assignment descriptions be included in the syllabus. Added.

5) Recommend revising the 6th objective to focus on student learning instead of delivery. This should be updated on the submitted form as well as the syllabus. Done.

Course|New for request 20297

Info

Request: ARC 5XXX Integrated Building Tech 1
Description of request: This is the first integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence.
Submitter: Stephen Bender sbender@ufl.edu
Created: 2/3/2026 11:20:04 PM
Form version: 4

Responses
Recommended Prefix ARC
Course Level 5
Undergraduate students in 5000 level courses No
Rationale for 5000 level course request This is the first integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.
Course Number XXX
Lab Code C
Category of Instruction Introductory
Course Title Integrated Building Technology 1
Transcript Title Integrated Building Tech 1
Degree Type Graduate

Delivery Method(s) Online, On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description The first course in a multi-year integrated building technology sequence introduces students to the fundamental aspects of building material systems, construction methods and digital design tools, workflows, and representation.
Co-requisites ARC 5XXX-Graduate Core Studio 1, or department approval
Prerequisites None
Rationale and Placement in Curriculum This is the first integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.

Course Objectives Course Objectives
•   Understand the fundamental aspects of building material systems
•   Understand the role of digital design tools
•   Develop skills in digital representation methods and output
•   Explore the spatial and tectonic properties of architecture by conducting case study
•   Use digital tools to explore, analyze, and document design ideas present in architecture
•   Demonstrate knowledge and skills by creating a case study report with written and visual content

Course Textbook(s) and/or Other Assigned Reading Allen, Edward, and Joseph Iano. Fundamentals of Building Construction: Materials and Methods. Sixth edition, Wiley, 2014. ISBN 978-1-118-13891-5
Ching, F. D. K. (2014). Building construction illustrated (Fifth edition). John Wiley & Sons, Inc.
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Schittich, C. (2001). Building Simply. DETAIL. https://doi.org/10.11129/detail.9783955531669. (eBook available through UF)

Weekly Schedule of Topics This course will cover a range of topics and will be delivered in focused, topical modules.

Materials and Methods (Module 1, 5-weeks)
Students are introduced to conceptual frameworks for material investigation, selection, and communication for architecture. Students explore the implications of material decisions in architecture, including embodied carbon. Students evaluate architecture by classification of material configurations: frame and lattice assemblies, solid mass, and groundworks.

Digital (Module 2-3, 10-weeks)
Students are introduced to digital workflows for architecture. Students learn fundamental techniques of architectural representation using digital methods, including image making and editing, 3D surface modeling, 3D solid modeling, digital drafting in 2D and 3D, perspective renderings, layout design and publishing. A case study project carried over from the Materials and Methods Module provides content to learn and apply techniques of digital architectural representation - drawings in plan and section, architectural diagrams and collage renderings. The module culminates in a project presentation layout with title, labels and annotation.

Content Delivery: The modules will be composed of three different methods of content delivery.
•   Lectures: present content and issues. Led by module instructors.
•   Labs: provide hands-on opportunity to examine, discuss and understand content.
•   Workshops: brief intense hands-on sessions to study specific topics within a module. Workshops occur during lab sessions and include group work.

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3   Excerpt: Murotovski, Ch.6   Visual/Compositional analysis, case study method of architecture inquiry   Assignment 2. Cases assigned, Lab - in-class drawing session
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Digital Module
Week   Readings   Class Topic   Assignment/Activity

| 6 | Lecture Notes | Intro to workflow, digital photography | Lab – photography |

6   Lecture Notes   Intro to workflow, digital photography   Lab – photography

7   Lecture Notes   Photoshop: non-destructive editing, layers, collage   Lab, Assignment 5.

8   Samara, p.22-30 & Lecture Notes   InDesign: Portfolio Layouts   assignment 6. Lab-Digital Publishing,

9   Lecture Notes   SketchUp   Lab- portfolio layouts in Adobe InDesign with the Blurb.com plugin

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16   None   Summative review   Digital Portfolio due

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Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

ARC 5XXX-Integrated Building Technology 1

ARC 5XXX   Section:
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Location: Classroom location
Academic Term: Fall 2025
Total Credits: 3

Instructor:
Name
Email Address
Office Phone Number
Office Hours: Days of week, hours available, office location

Teaching Assistants:
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	8	Samara, p.22-30 & Lecture Notes	InDesign: Portfolio Layouts	assignment 6. Lab- Digital Publishing,
	9	Lecture Notes	SketchUp	Lab- portfolio layouts in Adobe InDesign with the Blurb.com plugin
	10	Lecture Notes	SketchUp & case study check in	Assignment 7Lab SketchUp modeling
	11	Lecture Notes	Photoshop 3D: Perspective Vignettes	Lab, Assignment 8.
	12	Lecture Notes	Rhino	Lab, Assignment 9.
	13	Lecture Notes	Rhino & case study check in	Assignment 10.Lab - digital workflow 3D to 2D Adobe Illustrator
	14	Lecture Notes	Illustrator Linework, Diagrams	Lab, Assignment 11.
	15	Lecture Notes	InDesign: sheet layout composition and annotation	Lab, Assignment 12.
	16	None	Summative review	Digital Portfolio due

Attendance Policy, Class Expectations, and Make-Up Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://gradcatalog.ufl.edu/graduate/regulations/

Attendance for all lectures, labs and/or workshops is mandatory, will be taken at the start of meetings, and recorded in canvas. Chronic absences and/or tardiness will have a negative impact on your grade. Tardiness of more than 20 minutes to any lab/lecture will be counted as an unexcused absence. Three or more unexcused absences may result in a full letter-grade reduction in the course. Four unexcused absences can result in failure of the course (see grade breakdown below). Materials covered in the lecture will be tested. If you must miss class, it is your responsibility to notify the instructors in a timely manner, as well as getting the assignments and notes from your classmates.

Evaluation of Grades
Methodology

Learning objectives are reinforced through periodic assignments, scaffolded using case study projects.

- Periodic Assignments - Assignments are made each class meeting and are due at the beginning of the next class unless stated otherwise. Students are expected to engage IBT topics through prototyping and testing. Final assessment is by the instructor.
- Labs : Conducted during class time, labs provide hands-on opportunity to examine, discuss and understand content. Labs may or may not have deliverables that contribute toward grades – assessed by instructor.
- Case Studies: Each student will conduct a case study of a significant architecture example. Case studies provide content for periodic assignments. Case study research and writing progress is checked periodically.
- Portfolio: Case studies are delivered in the form of a project portfolio containing written and visual content. The content synthesized into the portfolio consists of refined versions of work done by students for periodic assignments, labs, and workshops, alongside students written case report - assessed by instructor.

Assignment	Total Points	Percentage of Final Grade
Periodic Assignments (10)	12@10 each=120	24%
Lab/Workshop work (10)	10@10 each=100	19%
Case Study process (2 checks)	2@100 each=200	38%

Portfolio	100	19%
	520	100%

Assignment Descriptions
Materials and Methods Module
• Assignment 1: 200-word reflection on material practice readings, with accompanying sketch.
• Assignment 2: 200-word reflection on carbon impact readings, with accompanying case study diagrams
• Assignment 3: 200-word reflection on compositional analysis readings, with accompanying case study diagrams
• Assignment 4: 200-word reflection on frame/solid tectonics readings, with accompanying case study diagrams
Digital Module
• Assignment 5: architecture model photographs
• Assignment 6: digitally process a photograph to improve the quality
• Assignment 7: create a 3D model of studio physical model using SketchUp
• Assignment 8: export imagery from SketchUp and process in Photoshop
• Assignment 9: non-destructive photocollage rendering
• Assignment 10: 3D solid modeling
• Assignment 11: project spatial diagrams
• Assignment 12: export linework from Rhino and process in Adobe Illustrator
Summative Deliverable: Digital Portfolio

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0	Good work
	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

Minimum Cumulative GPA

SoA Honesty Policy

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

   There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
   - CAD drawings and construction details
   - design guidelines (written and graphic)

   - design, planning, and management projects or portions of projects

   - class reports and papers (again, both written and graphic information)

   - any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

   Examples of inappropriate activities include:
   - copying graphics for a report without crediting the original source

   - representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

   - allowing someone else to represent your work as his own

   The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

   Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

   Multiple submissions of the same or similar work without prior approval
   If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

   Examples include:

   - misrepresenting reasons why work cannot be done as requested

   - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

- altering work after it has been submitted

- hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

Academic Policies & Resources

https://go.ufl.edu/syllabuspolicies

Orlando Resources

Police / Fire / Medical Emergency – 911 Orlando Police Department Non-Emergency Number: 321.235.5300 Consult CityLab-Orlando Student Resources for Emergency contact information.

ARC 5XXX (20299) Integrated Building Tech 3

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

1) This request is listed as "intermediate" on the submitted form, but this request is for 5XXX.
   - 5000 level = Introductory graduate is correct. Revised the form
   - 6000 level = Intermediate graduate

2) Clarify the delivery method. Should the Delivery Method be marked on-campus as well even though using CityLab-Orlando? Isn't any UF space considered "on-campus" even if not in Gainesville? Great question. Our locations are technically campuses. Revised.

3) The course description cuts off on the submitted form. The course description on the submitted form and syllabus should match. Edited.

4) The Prerequisites should be clarified or corrected. Should "ARC5XXX Integrated Building Technology 2" be a pre-requisite instead of 1? Possible typo? Corrected

5) There is an issue with using the same readings for the other course requests. This request lacks reading assignments. I added the readings.

6) The same book is used in the course sequence, so specific readings are necessary for each course to help explain differences. Request the inclusion of the reading list in alignment with the schedule on the syllabus. This also helps to convey that a course has been well developed and conceived. I added the readings.

7) Request that assignment descriptions be included in the syllabus. Added.

8) Recommend edit to the third objective ("reinforce") and final objective ("introduce")   Agree. Done.

Course|New for request 20299

Info

Request: ARC 5XXX Integrated Building Tech 3
Description of request: This is the third integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence.
Submitter: Stephen Bender sbender@ufl.edu
Created: 2/3/2026 11:41:27 PM
Form version: 3

Responses

Recommended Prefix ARC
Course Level 5
Undergraduate students in 5000 level courses No
Rationale for 5000 level course request This is the third integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.
Course Number XXX
Lab Code C
Category of Instruction Introductory
Course Title Integrated Building Technology 3
Transcript Title Integrated Building Tech 3
Degree Type Graduate

Delivery Method(s) Online, On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 6

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 6
Course Description The third course in integrated building technology introduces fundamental aspects and principles of structural systems in buildings and the material and method systems that correspond to building structures, advances the understanding and relationships between design decisions and environmental outcomes, and examines more advanced digital design tools, methodologies and means of representation. Increasingly integrated knowledge and skill is applied to more complex problems in studio courses.
Co-requisites ARC5XXX Graduate Core Studio 3, or department approval
Prerequisites ARC5XXX Integrated Building Technology 1, ARC5XXX Graduate Core Studio 2

Rationale and Placement in Curriculum This is the third integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules

with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.

Course Objectives • Understand the fundamentals of design for building structural systems

• Examine the material relationship of building structure and tectonic and spatial systems

• Connect design decisions to environmental outcomes

• Understand at an intermediate level the role and relationship of digital design tools to design projects

• Use parametric design operations and their application as a design method to achieve target design outcomes

Course Textbook(s) and/or Other Assigned Reading Allen, E., & Iano, J. (2013). Fundamentals of Building Construction : Materials and Methods. (6th ed.). John Wiley & Sons, Incorporated.
. ISBN 978-1-118-13891-5
https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/19b9498/alma99383959329106597
Ching, F. D. K., & Ching, F. D. K. (2014). Building Construction Illustrated. In Building Construction Illustrated. John Wiley & Sons, Incorporated. ISBN: 9781118458341
https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/168mpg1/cdi_proquest_ebookcentralchapters_7104013_2_3

Schodek, D. L., & Bechthold, M. (2014). Structures (Seventh edition. Pearson new international edition). Pearson Education Limited. ISBN:
9781292040820, 1292040823 Lechner, N., & Andrasik, P. (2022). Heating, cooling, lighting : sustainable design strategies towards net zero architecture (Fifth edition.). John Wiley & Sons, Inc. ISBN 978-1119585749
https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=1794558

Selected readings will be provided in the form of a course reader from:
Moore, Fuller. Environmental Control Systems : Heating, Cooling, Lighting. McGraw-Hill, 1993. ISBN 978-0070428898
Schittich(b), C., Krippner, R., Lang, W., & Schittich, C. (2012). Building Skins (2. Aufl.). De Gruyter.
(UF https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/19b9498/alma990334219460306597)
Recommended Materials
Hausladen, G., Saldanha, M. de, & Liedl, P. (2012). Building to suit the climate : a handbook. Birkhauser.https://doi.org/10.1515/9783034608787.
Grondzik, W. T., & Kwok, A. G. (2015). Mechanical and electrical equipment for buildings (Twelfth edition.). Wiley.
http://site.ebrary.com/id/10935017. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/168mpg1/cdi_proquest_ebookcentralchapters_4039408_607_2

Banham, R. (2022). Architecture of the Well-Tempered Environment (Second edition.). The University of Chicago Press.
https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/168mpg1/cdi_askewsholts_vlebooks_9780226825885DeKay, M., & Brown, G. Z. (2014). Sun, Wind & Light: Architectural Design Strategies. In Sun, Wind, and Light: Architectural Design Strategies. John Wiley & Sons, Incorporated. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/168mpg1/cdi_proquest_ebookcentralchapters_837611_2_5Fitch, J. M., & Bobenhausen, W. (2023). American building: the environmental forces that shape it. Oxford University Press.
Givoni, B. (1976). Man, climate and architecture: by B. Givoni (2nd ed.). Applied Science Publishers.
HESCHONG, L. (1985). Thermal delight in architecture. MIT Press.
Olgyay, V. G., & Olgyay, A. (1992). Design with climate : bioclimatic approach to architectural regionalism. Van Nostrand Reinhold.

Weekly Schedule of Topics This course will cover a range of topics and will be delivered in focused, topical modules.

Materials and Methods Module
This module continues the investigations with materials and the implications of material decisions on architecture by examining the framed-based material systems, such as wood, timber and steel construction, and will introduce the principles of moisture control, roof system design and water

shedding/intrusion.

Environmental Technology Module
Taught in conjunction with or before Core 3 studio this module expands environmental technology topics to include heat gain and loss through building envelope, further develops natural ventilation and passive heating and cooling strategies in different climatic environments. Architecture site analysis is applied including microclimate, storm water and hydrology, local and regional ecosystems. The integration of daylight in architecture is investigated using objective analyses and design guides.

Structural Technology Module
Taught in conjunction with or before Core 3 studio this module includes foundational concepts of mechanics applied to structural systems and material. Students learn structural analysis and design by solving structural problems. Determine magnitude of external forces (live loads, dead loads), how they act on the structure, where they act and how they accumulate. Students gain the ability to diagram the type and magnitude of forces and reactions to find equilibrium. After examining common structural elements including: foundations, columns, bearing walls and beams, roof and floor structures (1-way and 2-way spanning systems), and long-span structures, students evaluate structural systems, including availability, load capacity, and impact on building design and configuration. Based on these factors, as well as building size and function, students select the appropriate structural system and layout for a building.

Content Delivery: The modules will be composed of three different methods of content delivery.
•   Lectures: present content and issues. Led by module instructors.
•   Labs: provide hands-on opportunity to examine, discuss and understand content. These are explicitly linked to co-requisite studio course projects.
•   Workshops: brief intense hands-on sessions to study specific topics within a module. Workshops occur during lab sessions and include group work.

Environmental Technology
Week	Readings	Class topic	Assignment/Activity
1	Lechner, Chapter 7; Lechner, Chapter 9	Passive Cooling Strategies Passive Heating Strategies	
	Lechner, Chapter 15	Passive Design Tools – Hot and Humid Climates	Passive design tools applied to Core 2 Projects assignment
2	Lechner, Chapter 12	Natural Light	Natural Light tools applied to Core 2 Projects assignment
NA 3	Simulation Methods	LAB: Simulation Methods applied to Core 2 Projects	
NA	Simulation Methods	Simulation Project Presentations	
	MEEB, Chapter 25	Life Safety – Famous Fires and NFPA	Quiz
4	MEEB, Chapter 25	Fire Detection and Suppression	Quiz
	NA	Environmental Quality and Resource Stewardship	EXAM (via Canvas)
5	MEEB, 14.1-14.4	Intro to HVAC and Thermal Zoning	Quiz
	MEEB, 14.5-14.7		

Active Heating Systems
Week	Readings	Class topic	Assignment/Activity
6	MEEB, 14.8-14.14	Refrigeration and Active Cooling Systems	Quiz
	MEEB, 14.15-14.20	Schematic HVAC Design & Cooling	

Materials + Methods
Week	Readings	Class Topic	Assignment/Activity
7	Krippner Hausladen, pp 11-44, pp 77-92, Schittich(b), p.60-197	Enclosure Systems 1 Assign Quick Cases	
	NA	Building Design Decisions	LAB: Workshop
8			

Lechner, Ch 19 Planning the Building

Allen Ch.19,TBA   Enclosure Systems 2   Lab outcome due

9   TBANA Shaping the sky: roofs, parapets, vegetated roofs, terraces, and roof decks
Quick case presentations

Lechner, Ch 15, Ch 18 Thermal Envelopes and LAB: Workshop

10

Energy Codes

Lechner, Ch 7   Vertical Infrastructure: Transportation and Conveyance Systems
Lab outcome due

Structural Technology

Week	Readings	Class topic	Assignment/Activity
10	Schodek Ch. 1	Fundamentals: Forces and Shapes	Assign Case Studies (groups)
	Ch. 2	Fundamentals: Forces and Behavior	Quiz
11	Ch. 3, 16	Fundamentals: Analysis, Design, Connections	Quiz
	Ch. 13	Structural Systems: logics and geometries	Quiz
12	-	(no lecture)	EXAM (via Canvas)
	Ch. 9	Structural Systems: Frames	Case study presentations
13	Ch. 4, 5, 6, 7	Structural Systems: Spans	Case study presentations
	Ch. 5, 9 ,14	Structural Systems: Heavy + Porous	Case study presentations
14	Ch. 5, 9 ,14	Structural Systems: the exceptional	Case study presentations
	Ch. 14	Lateral Forces: Tall	Case study presentations
15	Ch. 15	Constructional Approaches	Quiz
	Ch. 15	Foundations	Quiz
16		(no lecture)	EXAM (via Canvas)

Grading Scheme Students will be responsible for the material in the reading assignments as well as the course lectures and laboratory sessions. There will be a range of project assignments and may include both individual and group work. Assignments will ask students to apply knowledge of class material in two potential forms; topic-specific lab assignments relative to direct coursework which will correspond with module topics, and synchronous assignments that complement concurrent, studio design projects.

Methodology
Learning objectives are reinforced through periodic assignments, scaffolded using case study projects.

•   Periodic Assignments - Assignments are made each class meeting and are due at the beginning of the next class unless stated otherwise. Students are expected to engage IBT topics through prototyping and testing. Final assessment is by the instructor.
•   Labs (individual) and Workshops (group): Conducted during class time, labs and workshops provide hands-on opportunity to examine, discuss and understand content. Labs may or may not have deliverables that contribute toward grades – assessed by instructor.
•   Case Studies (Group or Individual): Student will conduct case studies of assigned architecture example. Process includes data collection (context, documentation, impact), analysis using course specific knowledge, and culminates with a presentation. Quick cases concern topic-specific fragments of architecture.
•   Quizzes: Periodic quizzes will be given based on assigned reading and class lectures - assessed by instructor.
•   Exams: Exams will be given based on assigned reading and class lectures - assessed by instructor.

Each module will be graded separately. The semester grade will be based on the following breakdown relative to content modules and final project. To pass the course, the cumulative course grade must be 60% or better.

Summary Breakdown for Course Subject Weighting
Environmental Tech Module: 40%
Materials/Methods Module:

20%

Structural Tech Module: 40%
Total:

        100%

Environmental Technology Module: 40% of course grade
Simulation Project (including "applied tools" assignments) – 40% of module grade
Quizzes   20% of module grade
Exam   40% of module grade
Total:

        100%

Materials/Methods Module: 20% of course grade
Lab Exercises: 80% of module grade
Case Study: 20% of module grade
Total:

        100%

Structural Technology Module: 40% of course grade
Exam 1 & 2:   40% of module grade
Quizzes

40% of module grade
Case Study: 20% of module grade
Total:

        100%
Instructor(s) to be determined
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Integrated Building Technology 3
ARC 5XXX   Section:
Class Periods: Days of week, period, and corresponding time of day
Location: Classroom location
Academic Term: Fall 2026
Total Credits: 6

Instructors:

Environmental Technology Module
Faculty Member 1
Office: XX
Contact: XX
Office Hours: XX

Materials/Methods Module
Faculty Member 3
Office: XX
Contact: XX
Office Hours: XX

Structural Technology Module
Faculty Member 2
Office: XX
Contact: XX
Office Hours: XX

Teaching Assistants:
Please contact through the Canvas website
- Name of TA, email address, office location, office hours
- Name of TA, email address, office location, office hours

Course Description
The third course in integrated building technology introduces fundamental aspects and principles of structural systems in buildings and the material and method systems that correspond to building structures, advances the understanding and relationships between design decisions and environmental outcomes, and examines more advanced digital design tools, methodologies and means of representation. Increasingly integrated knowledge and skill is applied to more complex problems in studio courses.

Rationale and Placement in Curriculum
This is the third integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.

Course Pre-Requisites / Co-Requisites
Pre-Requisite – ARC5XXX Integrated Building Technology 2
Pre-Requisite - ARC5XXX Graduate Core Studio 2

or Co-Requisite – ARC5XXX Graduate Core Studio 3

Course Objectives
- Understand the fundamentals of design for building structural systems
- Examine the material relationship of building structure and tectonic and spatial systems
- Connect design decisions to environmental outcomes
- Understand at an intermediate level the role and relationship of digital design tools to design projects
- Use parametric design operations and their application as a design method to achieve target design outcomes

Materials and Supply Fees
List if applicable

Required Textbooks and Software
Allen, E., & Iano, J. (2013). *Fundamentals of Building Construction : Materials and Methods.* (6th ed.). John Wiley & Sons, Incorporated.
. ISBN 978-1-118-13891-5
https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/19b9498/alma99383959329106597
Ching, F. D. K., & Ching, F. D. K. (2014). Building Construction Illustrated. In *Building Construction Illustrated*. John Wiley & Sons, Incorporated. ISBN: 9781118458341
https://ufl-
flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/168mpg1/cdi_proquest_ebookcentralchapters_7104013_2_3
Schodek, D. L., & Bechthold, M. (2014). Structures (Seventh edition. Pearson new international edition). Pearson Education Limited. ISBN:
9781292040820, 1292040823 Lechner, N., & Andrasik, P. (2022). *Heating, cooling, lighting : sustainable design strategies towards net zero architecture* (Fifth edition.). John Wiley & Sons, Inc.
 ISBN 978-1119585749
https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=1794558

Selected readings will be provided in the form of a course reader from:
Moore, Fuller. Environmental Control Systems : Heating, Cooling, Lighting. McGraw-Hill, 1993. ISBN 978-0070428898
Schittich(b), C., Krippner, R., Lang, W., & Schittich, C. (2012). Building Skins (2. Aufl.). De Gruyter. (UF https://ufl-
flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/19b9498/alma990334219460306597)
Recommended Materials
Hausladen, G., Saldanha, M. de, & Liedl, P. (2012). Building to suit the climate : a handbook.
Birkhauser.https://doi.org/10.1515/9783034608787.
Grondzik, W. T., & Kwok, A. G. (2015). *Mechanical and electrical equipment for buildings* (Twelfth edition.). Wiley.
 http://site.ebrary.com/id/10935017. https://ufl-
flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/168mpg1/cdi_proquest_ebookcentralchapters_4039408_607_2730
Banham, R. (2022). *Architecture of the Well-Tempered Environment* (Second edition.). The University of Chicago Press.
https://ufl-
flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/168mpg1/cdi_askewsholts_vlebooks_9780226825885De
Kay, M., & Brown, G. Z. (2014). Sun, Wind & Light: Architectural Design Strategies. In *Sun, Wind, and Light: Architectural Design Strategies*. John Wiley & Sons, Incorporated. https://ufl-
flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/168mpg1/cdi_proquest_ebookcentralchapters_837611_2_5Fitch, J. M., & Bobenhausen, W. (2023). *American building: the environmental forces that shape it*. Oxford University Press.
Givoni, B. (1976). *Man, climate and architecture: by B. Givoni* (2nd ed.). Applied Science Publishers.
HESCHONG, L. (1985). *Thermal delight in architecture*. MIT Press.

Olgyay, V. G., & Olgyay, A. (1992). *Design with climate : bioclimatic approach to architectural regionalism*. Van Nostrand Reinhold.

Course Schedule
This course will cover a range of topics and will be delivered in focused, topical modules.

Environmental Technology Module
Taught in conjunction with or before Core 3 studio this module expands environmental technology topics to include heat gain and loss through building envelope, further develops natural ventilation and passive heating and cooling strategies in different climatic environments. Architecture site analysis is applied including microclimate, storm water and hydrology, local and regional ecosystems. The integration of daylight in architecture is investigated using objective analyses and design guides.

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Content Delivery: The modules will be composed of three different methods of content delivery.
- Lectures: present content and issues. Led by module instructors.
- Labs: provide hands-on opportunity to examine, discuss and understand content. These are explicitly linked to co-requisite studio course projects.
- Workshops: brief intense hands-on sessions to study specific topics within a module. Workshops occur during lab sessions and include group work.

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	2	Lechner, Chapter 12	Natural Light	Natural Light tools applied to Core 2 Projects assignment
		NA	Simulation Methods	LAB: Simulation Methods applied to Core 2 Projects
	3	NA	Simulation Methods	Simulation Project Presentations
		MEEB, Chapter 25	Life Safety – Famous Fires and NFPA	Quiz

	4	MEEB, Chapter 25	Fire Detection and Suppression	Quiz
		NA	Environmental Quality and Resource Stewardship	EXAM (via Canvas)
	5	MEEB, 14.1-14.4	Intro to HVAC and Thermal Zoning	Quiz
		MEEB, 14.5-14.7	Active Heating Systems	
	6	MEEB, 14.8-14.14	Refrigeration and Active Cooling Systems	Quiz
		MEEB, 14.15-14.20	Schematic HVAC Design & Cooling	

Materials + Methods	Week	Readings	Class Topic	Assignment/Activity
	7	Krippner Hausladen, pp 11-44, pp 77-92, Schittich(b), p.60-197	Enclosure Systems 1	Assign Quick Cases
		NA	Building Design Decisions	LAB: Workshop
	8	Lechner, Ch 19	Planning the Building	
		Allen Ch.19,TBA	Enclosure Systems 2	Lab outcome due
	9	TBANA	Shaping the sky: roofs, parapets, vegetated roofs, terraces, and roof decks	Quick case presentations
		Lechner, Ch 15, Ch 18	Thermal Envelopes and	LAB: Workshop
	10		Energy Codes	
		Lechner, Ch 7	Vertical Infrastructure: Transportation and Conveyance Systems	Lab outcome due

Structural Technology	Week	Readings	Class topic	Assignment/Activity
	11	Schodek Ch. 1	Fundamentals: Forces and Shapes	Assign Case Studies (groups)
		Ch. 2	Fundamentals: Forces and Behavior	Quiz
	12	Ch. 3, 16	Fundamentals: Analysis, Design, Connections	Quiz
		Ch. 13	Structural Systems: logics and geometries	Quiz
	13	-	(no lecture)	EXAM (via Canvas)
		Ch. 9	Structural Systems: Frames	Case study presentations
	14	Ch. 4, 5, 6, 7	Structural Systems: Spans	Case study presentations
		Ch. 5, 9 ,14	Structural Systems: Heavy + Porous	Case study presentations
	15	Ch. 5, 9 ,14	Structural Systems: the exceptional	Case study presentations
		Ch. 14	Lateral Forces: Tall	Case study presentations
	16	Ch. 15	Constructional Approaches	Quiz
		Ch. 15	Foundations	Quiz
	Exam week		(no lecture)	EXAM (via Canvas)

Attendance Policy, Class Expectations, and Make-Up Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://gradcatalog.ufl.edu/graduate/regulations/

Attendance for all lectures, labs and/or workshops is mandatory, will be taken at the start of meetings, and recorded in canvas. Chronic absences and/or tardiness will have a negative impact on your grade. Tardiness of more than 20 minutes to any lab/lecture will be counted as an unexcused absence. Three or more unexcused absences may result in a full letter-grade reduction in the course. Four unexcused absences can result in failure of the course (see grade breakdown below). Materials covered in the lecture will be tested. If you must miss class, it is your responsibility to notify the instructors in a timely manner, as well as getting the assignments and notes from your classmates.

Evaluation of Grades

Students will be responsible for the material in the reading assignments as well as the course lectures and laboratory sessions. There will be a range of project assignments and may include both individual and group work. Assignments will ask students to apply knowledge of class material in two potential forms; topic-specific lab assignments relative to direct coursework which will correspond with module topics, and synchronous assignments that complement concurrent, studio design projects.

Methodology

Learning objectives are reinforced through periodic assignments, scaffolded using case study projects.

- Periodic Assignments - Assignments are made each class meeting and are due at the beginning of the next class unless stated otherwise. Students are expected to engage IBT topics through prototyping and testing. Final assessment is by the instructor.
- Labs (individual) and Workshops (group): Conducted during class time, labs and workshops provide hands-on opportunity to examine, discuss and understand content. Labs may or may not have deliverables that contribute toward grades – assessed by instructor.
- Case Studies (Group or Individual): Student will conduct case studies of assigned architecture example. Process includes data collection (context, documentation, impact), analysis using course specific knowledge, and culminates with a presentation. Quick cases concern topic-specific fragments of architecture.
- Quizzes: Periodic quizzes will be given based on assigned reading and class lectures - assessed by instructor.
- Exams: Exams will be given based on assigned reading and class lectures - assessed by instructor.

Each module will be graded separately. The semester grade will be based on the following breakdown relative to content modules and final project. To pass the course, the cumulative course grade must be 60% or better.

Summary Breakdown for Course Subject Weighting

Environmental Tech Module:	40%
Materials/Methods Module:	20%
Structural Tech Module:	40%
Total:	100%

Environmental Technology Module: 40% of course grade

Simulation Project (including "applied tools" assignments) – 40% of module grade

Quizzes	20% of module grade
Exam	40% of module grade
Total:	100%

Materials/Methods Module: 20% of course grade

Lab Exercises:	80% of module grade
Case Study:	20% of module grade
Total:	100%

Structural Technology Module: 40% of course grade
Exam 1 & 2:   40% of module grade
Quizzes   40% of module grade
Case Study: 20% of module grade
Total: 100%

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0	Good work
	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

(Minimum Cumulative GPA — pointing to B, 3.0)

SoA Honesty Policy
Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

   There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
   -   CAD drawings and construction details
   - design guidelines (written and graphic)

   - design, planning, and management projects or portions of projects

   - class reports and papers (again, both written and graphic information)

   - any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

Examples of inappropriate activities include:
- copying graphics for a report without crediting the original source

- representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

- allowing someone else to represent your work as his own

The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

Examples include:

- misrepresenting reasons why work cannot be done as requested

- changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

- altering work after it has been submitted

- hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

Academic Policies & Resources
https://go.ufl.edu/syllabuspolicies

Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

ARC 5XXX Integrated Building Tech 4 (20300)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

1) This request is listed as "intermediate" on the submitted form, but this request is for 5XXX.
   • 5000 level = Introductory graduate is correct. Revised the form
   • 6000 level = Intermediate graduate

2) Clarify the delivery method. Should the Delivery Method be marked on-campus as well even though using CityLab-Orlando? Isn't any UF space considered "on-campus" even if not in Gainesville? Great question. Our locations are technically campuses. Revised.

3) There is an issue with using the same readings for the other course requests. This request lacks reading assignments. I added the readings.

4) The same book is used in the course sequence, so specific readings are necessary for each course to help explain differences. Request the inclusion of the reading list in alignment with the schedule on the syllabus. This also helps to convey that a course has been well developed and conceived. Readings should be more clearly articulated (i.e., which chapters for which sections in which courses...) At present, these all look like copy/paste submissions. I added the readings.

5) Request that assignment descriptions be included in the syllabus. Added them.

Course|New for request 20300

Info

Request: ARC 5XXX Integrated Building Tech 4
Description of request: This is the fourth integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence.
Submitter: Stephen Bender sbender@ufl.edu
Created: 2/3/2026 11:49:28 PM
Form version: 3

Responses
Recommended Prefix ARC
Course Level 5
Undergraduate students in 5000 level courses No
Rationale for 5000 level course request This is the fourth integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.
Course Number XXX
Lab Code C
Category of Instruction Introductory
Course Title Integrated Building Technology 4
Transcript Title Integrated Building Tech 4
Degree Type Graduate

Delivery Method(s) Online, On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 6

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 6
Course Description The fourth course in the integrated building technology sequence builds on earlier materials and methods, digital design, environmental design, building systems, and structural systems knowledge and skills. Students prepare to use integrated knowledge and skill to make design decisions in buildings of increasing complexity. Building systems complexity involves mechanical system integration/distribution, building code constraints, regulations, calculations, and interpretations.

Co-requisites ARC5XXX-Graduate Core Studio 4. or department approval
Prerequisites ARC5XXX Integrated Building Technology 3, ARC5XXX-Graduate Core Studio 3
Rationale and Placement in Curriculum This is the fourth integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important

technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.

Course Objectives •   Apply the fundamentals of structural design to shape studio projects.
•   Integrate mechanical systems, domestic water and sanitary systems, artificial lighting systems, power systems, fire suppression systems, mechanical movement systems into studio projects.
•   Apply room and building acoustical design to studio projects
•   Examine the material relationship of building structure and tectonic and spatial systems by detailing building assemblies in studio projects.
•   Apply environmental factors to shape design decisions that shape studio projects.
•   Apply building code requirements by making design decisions that shape studio projects.

Course Textbook(s) and/or Other Assigned Reading Allen, Edward, and Joseph Iano.
Fundamentals of Building Construction: Materials and Methods. Sixth edition, Wiley, 2014. ISBN 978-1-118-13891-5
Ching(a), Francis D. K. Building Construction Illustrated. Fourth or fifth edition, 2014. Print.
Daniel L. Shodek, Martin Bechthold. Structures. 7th Edition (or later). Pearson/Prentice Hall, c2014.
Lechner, Norbert, et al. Heating, Cooling, Lighting : Sustainable Design Strategies towards Net Zero Architecture. Fifth edition, John Wiley & Sons, Inc., 2022. ISBN 978-1119585749
Grondzik, Walter T., and Alison G. Kwok. Mechanical and Electrical Equipment for Buildings. Twelfth edition, Wiley, 2015, http://site.ebrary.com/id/10935017.
Ching(b), Francis D. K., and Steven R. Winkel. Building Codes Illustrated : The Basics. John Wiley & Sons, Inc., 2023. ISBN: 9781119772514

Recommended Materials
Hausladen, Gerhard, et al. Building to Suit the Climate: A Handbook. Birkhäuser, 2012, https://doi.org/10.1515/9783034608787.

Weekly Schedule of Topics This course will cover a range of topics and will be delivered in focused, topical modules.

Environmental Technology Module
Taught in conjunction with or immediately following Graduate Core 4 Studio, this course builds on the previous environmental technology coursework, with an emphasis on acoustical systems: room acoustics and building acoustics. Mechanical systems, domestic water and sanitary systems, artificial lighting systems, power systems, fire suppression systems, mechanical movement systems are examined and applied to designs. Energy systems and power grid distribution are introduced followed by the introduction of renewable energy systems including wind farms, PV systems, geothermal and solar hot water systems.

Materials and Methods Module
This module focuses on the overall system integration and enclosure. This will include an initial examination of the integration of building codes with regards to construction types, occupancies, and egress fundamentals. The modules will also study the spatial implications of building mechanical systems and the potentials for advanced/green systems of enclosure.

Content Delivery: The modules will be composed of three different methods of content delivery.
•   Lectures: present content and issues. Led by module instructors.
•   Labs: provide hands-on opportunity to examine, discuss and understand content. These are explicitly linked to co-requisite studio course projects.
•   Workshops: brief intense hands-on sessions to study specific topics within a module. Workshops occur during lab sessions and include group work.

Environmental Technology Module

Week	Readings	Class topic	Assignment/Activity/Exam
1	MEEB Sections 22.1-22.5	Fundamentals, physics, and perception of sound	No LAB
1	MEEB Sections 22.6-22.18	Room acoustics: reflection, absorption	LAB 01: Sound Pressure Level & dB due on 5/19
2	MEEB		

Sections 23.1-23.10   Room acoustics: subjective qualities & objective measures
        LAB 02: Reverberation Time
due on 5/22
2   MEEB
Sections 23.11-36   Building acoustics: Noise curves, TL and STC   LAB 03: Ray Tracing
due on 5/26
Quiz 01: RT (Florida Code Method)
3

        Holiday No Assignment
3   MEEB
Sections 23.11-36   Building acoustics: MEP noise and IIC   LAB 04: Transmission Loss
due on 6/2
4   MEEB
Sections 25.1-25.9   Perception and physics of light LAB 05: DIALux Workshop I
due on 6/5
4   MEEB
Sections 15.1-15.37   Electric light source and distribution   LAB 06: DIALux Workshop II
due on 6/9
5   Sections 16.1-16.8   Artificial light: calculation, and design   LAB 07: DIALux Workshop III
due on 6/12
Quiz 02: Lumen Method
5   Sections 16.1-16.8   Artificial light: simulation   LAB 08: DIALux Workshop Final
due on 6/16
6   MEEB
Sections 25.10-15   Energy principles, power grid   DIALux Project due
6   MEEB
Sections 29.1-12   Renewable energy: wind, PV, geothermal
        LAB 09: PV System Calculation
due on 6/23
Quiz 03: Power & Energy Systems

Materials and Methods Module
Week   Readings   Class topic   Assignment/Activity
7
        Ching(b) Ch 1-6   Code Fundamentals: Health, Safety, Welfare
7   Ching(b) Ch 9-10   Code: Fundamental Egress Methods   Assignment 1: Complete
Code Notes & Calculations
8   Lechner, Ch 15, 16,   Plenum: Horizontal System Distribution Assignment 2: Building
System Distribution
8   Allen   Building Core: Vertical System Distribution   Assignment 3: Building System
Spaces Plans Sections
9   Allen, Ch 16   Advanced Building Systems: Roof   Assignment 4: Applied Roof Plans &
Details
9   Allen Ch 17-19 Advanced Building Systems: Walls & Openings Assignment 5: Applied Wall
Sections & Details
10   Allen Ch 20, 21 Initial issues of Assembly & Detail   Assignment 6: Refine Wall Sections
10   Allen   Discussion of Assembly & Detail   Assignment 7: Assembly and Detail
11   Allen   Examining the Role of Detail   Assignment 8: Refine Details
11   Allen   Convention/Innovation/Invention   Integrated Project Document Set 1
12   NA   Communicating Design Intent   Integrated Project Document Set 2
12   NA   Communicating Design Intent (Summative Integrated Project)   Integrated Project
Document Set Final

Assignment Descriptions
Environmental Tech Module
Lab Assignment 1: Sound Intensity and Decibels. This assignment focuses on using logarithms to
compute sound intensities and sound intensity levels. Clearly show all your calculations.
Lab Assignment 2: RT Calculation. In this group (of two) assignment, students will learn how to
calculate and analyze the reverberation time of the classroom FAB 105 on the Gainesville campus (3D
model provided). Specifically, students are asked to estimate the reverberation time of the room using
Sabine's formula. The assignment is designed to give students an understanding of the factors that

influence the reverberation time in rooms, which include the volume of the room and material selection.

Lab Assignment 3: Ray Tracing. This is a group assignment, and you are encouraged to work with the same group in Lab 2. Ray diagram analysis can be used to study the effect of room shape on the distribution of sound and to identify surfaces that may produce echoes. A ray diagram is an acoustical analogy to the specular reflection of light, where the angle of incidence of an impinging sound wave equals the angle of reflection (Figure 1). The Image Source Method (ISM) is one way to visualize this. Initial Time Delay Gap (ITDG) at a given receiving point in a room is defined as the time difference between the arrival of the direct sound and that of the first reflection (Figure 2).

Lab Assignment 4: Transmission Loss. For this homework assignment, you will need to estimate the sound transmission loss between two rooms in a commercial building. Assume that the loudest noise produced in the units will be from a mechanical equipment room (the source room).

Lab Assignments 5 – 8 (Dialux Project): Lighting Performance Through Simulations. In this project, students are asked to design artificial lightings for two different lighting scenarios for a portion of their most recent design studio project. The assignment is primarily carried out through performing a series of artificial lighting simulations using DIALux evo 13.1 software (accessible for free at: https://www.dialux.com/en-GB/download)

Lab Assignment 9: PV Calculation. Using the formula and charts provided below and tables provided in the "Solar Radiation Data Manual for Flat-Plate and Concentrating Collectors" document attached to this assignment, determine the PV area required for a 2000 sf office located in southern California, Los Angeles. Perform the calculations for 2 scenarios: 1) flat-plate collector 2) 1-axis tracking flat-plate collector (select a tilt of Latitude +15 for both cases).

Materials/Methods Module

Assignment 1: Complete Code Notes & Calculations. Instructions: In this exercise, you are asked to complete a preliminary code search for your project to determine what regulatory issues might impact your design. Each project should review the listed sections of the Florida Building Code, Building (FBC).

Assignment 2: Building System Distribution. This assignment is concerned with understanding the basic space needs for MEP, being able to apportion them, and being able to select systems based on practical and climate considerations. We will detail the space size, location and internal/external considerations for MEP and FS system spaces. Use single line drawings to diagram these systems.

Assignment 3: Building System Spaces Plans Sections. Submit representative plans (and/or 3D representations) that show areas designated for these needs (highlighted).

Assignment 4: Applied Roof Plans & Details. Determine maximum expected rainfall. Determine maximum gutter and downspout capacity. Calculate roof areas. Use areas to divide the roof. Diagram this in roof plans. Create details that show the construction of the roof section and edges, including drains and overflow scuppers.

Assignment 5: Applied Wall Sections & Details. Using knowledge gained from envelope decisions made earlier in the sequence draw wall sections, labeling each layer's material and dimension. Draw details that show what occurs at the base of the wall and at openings in the wall.

Assignment 6: Refine Wall Sections

Assignment 7: Assembly and Detail. Use the knowledge you have gained to artfully assemble materials and communicate this through detailed drawings. Draw details for the most important or prominent four connections in your project.

Assignment 8: Refine Details

Draft Integrated Project Document 1. Assemble and layout all of the methods and materials work (drawings and tables) performed this semester into a well-ordered base drawing set with labeled sheets, and a cover with table of contents.

Draft Integrated Project Document 2. Respond to feedback and refine by revising the drawing set.

Final Integrated Project Document Set. Submit a final drawing set that incorporates all feedback.

Grading Scheme Students will be responsible for the material in the reading assignments as well as the course lectures and laboratory sessions. There will be a range of project assignments and may include both individual and group work. Assignments will ask students to apply knowledge of class material in two potential forms; topic-specific lab assignments relative to direct coursework which will correspond with module topics, and synchronous assignments that complement concurrent, studio-based design projects.

Methodology
Learning objectives are reinforced through periodic assignments, scaffolded using case study projects.

• Quizzes: Periodic quizzes will be given based on assigned reading and prior class lectures - assessed by instructor

• Periodic Assignments/Labs - Assignments are made each class meeting and are due at the beginning of the next class unless stated otherwise. Assignments scaffold elements of summative project. Final assessment is by the instructor.

• Labs (individual) and Workshops (group): Conducted during class time, labs and workshops provide hands-on opportunity to examine, discuss and understand content. Labs may or may not have deliverables that contribute toward grades – assessed by instructor.

• Exams: Exams will be given based on assigned reading and class lectures - assessed by instructor.

• Summative Integrated Project (Document Set): Outcomes of assignments and labs will be refined and integrated into a set of documents that communicate design intent through applied knowledge. Grades will be based on the quality and completeness of work, the continuous development of clarity and rigor of the application of technical knowledge to support design concepts, and ability to present in visual, written, and verbal form. Assessed by instructor with input from panel of faculty and outside expert critics.

Each module and the Integrated Project will be graded separately. The semester grade will be based on the following breakdown relative to content modules and final project. To pass the course, the cumulative course grade must be 60% or better.

Course Module Weighting
Environmental Tech Module: 60%
Materials/Methods Module: 30%
Summative Integrated Project   10%
Total: 100%

Environmental Technology Module: 60% of course grade
Assignments   20% of module grade
Labs (applied tools)   20% of module grade
Quizzes   20% of module grade
Exam   40% of module grade
Total:

100%

Materials and Methods Module: 30% of course grade
Assignments   60% of module grade
Labs (applied tools)   40% of module grade
Total:

100%

Summative Integrated Project – Document Set – 10% of course grade
Instructor(s) to be determined
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Integrated Building Technology 4

ARC 5XXX   Section:
Class Periods: Days of week, period, and corresponding time of day
Location: Classroom location
Academic Term: Summer 2026
Total Credits: 6

Instructors:

Environmental Technology Module
Faculty Member 1
Office: XX
Contact: XX
Office Hours: XX

Materials & Methods Module
Faculty Member 2
Office: XX
Contact: XX
Office Hours: XX

Teaching Assistants:

Please contact through the Canvas website
- Name of TA, email address, office location, office hours
- Name of TA, email address, office location, office hours

Course Description

The fourth course in the integrated building technology sequence builds on earlier materials and methods, digital design, environmental design, building systems, and structural systems knowledge and skills. Students prepare to use integrated knowledge and skill to make design decisions in buildings of increasing complexity. Building systems complexity involves mechanical system integration/distribution, building code constraints, regulations, calculations, and interpretations.

Rationale and Placement in Curriculum

This is the fourth integrated building technology course in a sequence of four building technology fundamentals courses offered to bring students without an architecture pre-professional degree to a level of skill and knowledge sufficient that they can perform in the advanced graduate studio sequence. By teaching these topics as a series of related modules with hands-on learning laboratory assignments, students are expected to learn the important technological information associated with each topic, to see sustainable design connections across modules, and to develop a facility in integrating these ideas into their design studio projects.

Course Pre-Requisites / Co-Requisites

Pre-Requisite – ARC5XXX Integrated Building Technology 3
Pre-Requisite – ARC5XXX-Graduate Core Studio 3
Pre-Requisite or Co-Requisite - ARC5XXX-Graduate Core Studio 4

Course Objectives

- Apply the fundamentals of structural design to shape studio projects.
- Integrate mechanical systems, domestic water and sanitary systems, artificial lighting systems, power systems, fire suppression systems, mechanical movement systems into studio projects.
- Apply room and building acoustical design to studio projects
- Examine the material relationship of building structure and tectonic and spatial systems by detailing building assemblies in studio projects.

- Apply environmental factors to shape design decisions that shape studio projects.
- Apply building code requirements by making design decisions that shape studio projects.

NAAB Student Performance Criteria
Primary Location for Student Performance Criteria
- None

Secondary Location for Student Performance Criteria
- SC.4 Technical Knowledge

Materials and Supply Fees
List if applicable

Required Textbooks and Software
Allen, Edward, and Joseph Iano. *Fundamentals of Building Construction: Materials and Methods*. Sixth edition, Wiley, 2014. ISBN 978-1-118-13891-5

Ching(a), Francis D. K. Building Construction Illustrated. Fourth or fifth edition, 2014. Print.

Daniel L. Shodek, Martin Bechthold. Structures. 7th Edition (or later). Pearson/Prentice Hall, c2014.

Lechner, Norbert, et al. Heating, Cooling, Lighting : Sustainable Design Strategies towards Net Zero Architecture. Fifth edition, John Wiley & Sons, Inc., 2022. ISBN 978-1119585749

Grondzik, Walter T., and Alison G. Kwok. *Mechanical and Electrical Equipment for Buildings*. Twelfth edition, Wiley, 2015, http://site.ebrary.com/id/10935017.

Ching(b), Francis D. K., and Steven R. Winkel. *Building Codes Illustrated : The Basics*. John Wiley & Sons, Inc., 2023. ISBN: 9781119772514

Recommended Materials
Hausladen, Gerhard, et al. *Building to Suit the Climate: A Handbook*. Birkhäuser, 2012, https://doi.org/10.1515/9783034608787.

Course Schedule
This course will cover a range of topics and will be delivered in focused, topical modules.

Environmental Technology Module
Taught in conjunction with or immediately following Graduate Core 4 Studio, this course builds on the previous environmental technology coursework, with an emphasis on acoustical systems: room acoustics and building acoustics. Mechanical systems, domestic water and sanitary systems, artificial lighting systems, power systems, fire suppression systems, mechanical movement systems are examined and applied to designs. Energy systems and power grid distribution are introduced followed by the introduction of renewable energy systems including wind farms, PV systems, geothermal and solar hot water systems.

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Content Delivery: The modules will be composed of three different methods of content delivery.
- Lectures: present content and issues. Led by module instructors.
- Labs: provide hands-on opportunity to examine, discuss and understand content. These are explicitly linked to co-requisite studio course projects.
- Workshops: brief intense hands-on sessions to study specific topics within a module. Workshops occur during lab sessions and include group work.

Weekly Schedule

	Week	Readings	Class topic	Assignment/Activity/Exam
Environmental Technology Module	1	MEEB Sections 22.1-22.5	Fundamentals, physics, and perception of sound	No LAB
	1	MEEB Sections 22.6-22.18	Room acoustics: reflection, absorption	LAB 01: Sound Pressure Level & dB **due on 5/19**
	2	MEEB Sections 23.1-23.10	Room acoustics: subjective qualities & objective measures	LAB 02: Reverberation Time **due on 5/22**
	2	MEEB Sections 23.11-36	Building acoustics: Noise curves, TL and STC	LAB 03: Ray Tracing **due on 5/26** **Quiz 01: RT (Florida Code Method)**
	3		Holiday	*No Assignment*
	3	MEEB Sections 23.11-36	Building acoustics: MEP noise and IIC	LAB 04: Transmission Loss **due on 6/2**
	4	MEEB Sections 25.1-25.9	Perception and physics of light	LAB 05: DIALux Workshop I **due on 6/5**
	4	MEEB Sections 15.1-15.37	Electric light source and distribution	LAB 06: DIALux Workshop II **due on 6/9**
	5	Sections 16.1-16.8	Artificial light: calculation, and design	LAB 07: DIALux Workshop III **due on 6/12** **Quiz 02: Lumen Method**
	5	Sections 16.1-16.8	Artificial light: simulation	LAB 08: DIALux Workshop Final **due on 6/16**
	6	MEEB Sections 25.10-15	Energy principles, power grid	**DIALux Project due**
	6	MEEB Sections 29.1-12	Renewable energy: wind, PV, geothermal	LAB 09: PV System Calculation **due on 6/23** **Quiz 03: Power & Energy Systems**

	Week	Readings	Class topic	Assignment/Activity
Materials and Methods Module	7	Ching(b) Ch 1-6	Code Fundamentals: Health, Safety, Welfare	
	7	Ching(b) Ch 9-10	Code: Fundamental Egress Methods	Assignment 1: Complete Code Notes & Calculations
	8	Lechner, Ch 15, 16,	Plenum: Horizontal System Distribution	Assignment 2: Building System Distribution
	8	Allen	Building Core: Vertical System Distribution	Assignment 3: Building System Spaces Plans Sections
	9	Allen, Ch 16	Advanced Building Systems: Roof	Assignment 4: Applied Roof Plans & Details
	9	Allen Ch 17-19	Advanced Building Systems: Walls & Openings	Assignment 5: Applied Wall Sections & Details
	10	Allen Ch 20, 21	Initial issues of Assembly & Detail	Assignment 6: Refine Wall Sections
	10	Allen	Discussion of Assembly & Detail	Assignment 7: Assembly and Detail
	11	Allen	Examining the Role of Detail	Assignment 8: Refine Details

11	Allen	Convention/Innovation/Invention	Integrated Project Document Set 1
12	NA	Communicating Design Intent	Integrated Project Document Set 2
12	NA	Communicating Design Intent (Summative Integrated Project)	Integrated Project Document Set Final

Assignment Descriptions

Environmental Tech Module

Lab Assignment 1: Sound Intensity and Decibels. This assignment focuses on using logarithms to compute sound intensities and sound intensity levels. Clearly show all your calculations.

Lab Assignment 2: RT Calculation. In this group (of two) assignment, students will learn how to calculate and analyze the reverberation time of the classroom FAB 105 on the Gainesville campus (3D model provided). Specifically, students are asked to estimate the reverberation time of the room using Sabine's formula. The assignment is designed to give students an understanding of the factors that influence the reverberation time in rooms, which include the volume of the room and material selection.

Lab Assignment 3: Ray Tracing. This is a group assignment, and you are encouraged to work with the same group in Lab 2. Ray diagram analysis can be used to study the effect of room shape on the distribution of sound and to identify surfaces that may produce echoes. A ray diagram is an acoustical analogy to the specular reflection of light, where the angle of incidence of an impinging sound wave equals the angle of reflection (Figure 1). The Image Source Method (ISM) is one way to visualize this. Initial Time Delay Gap (ITDG) at a given receiving point in a room is defined as the time difference between the arrival of the direct sound and that of the first reflection (Figure 2).

Lab Assignment 4: Transmission Loss. For this homework assignment, you will need to estimate the sound transmission loss between two rooms in a commercial building. Assume that the loudest noise produced in the units will be from a mechanical equipment room (the source room).

Lab Assignments 5 – 8 (Dialux Project): Lighting Performance Through Simulations. In this project, students are asked to design artificial lightings for two different lighting scenarios for a portion of their most recent design studio project. The assignment is primarily carried out through performing a series of artificial lighting simulations using DIALux evo 13.1 software (accessible for free at: https://www.dialux.com/en-GB/download)

Lab Assignment 9: PV Calculation. Using the formula and charts provided below and tables provided in the "Solar Radiation Data Manual for Flat-Plate and Concentrating Collectors" document attached to this assignment, determine the PV area required for a 2000 sf office located in southern California, Los Angeles. Perform the calculations for 2 scenarios: 1) flat-plate collector 2) 1-axis tracking flat-plate collector (select a tilt of Latitude +15 for both cases).

Materials/Methods Module

Assignment 1: Complete Code Notes & Calculations. Instructions: In this exercise, you are asked to complete a preliminary code search for your project to determine what regulatory issues might impact your design. Each project should review the listed sections of the Florida Building Code, Building (FBC).

Assignment 2: Building System Distribution. This assignment is concerned with understanding the basic space needs for MEP, being able to apportion them, and being able to select systems based on practical and climate considerations. We will detail the space size, location and internal/external considerations for MEP and FS system spaces. Use single line drawings to diagram these systems.

Assignment 3: Building System Spaces Plans Sections. Submit representative plans (and/or 3D representations) that show areas designated for these needs (highlighted).

Assignment 4: Applied Roof Plans & Details. Determine maximum expected rainfall. Determine maximum gutter and downspout capacity. Calculate roof areas. Use areas to divide the roof. Diagram this in roof plans. Create details that show the construction of the roof section and edges, including drains and overflow scuppers.

Assignment 5: Applied Wall Sections & Details. Using knowledge gained from envelope decisions made earlier in the sequence draw wall sections, labeling each layer's material and dimension. Draw details that show what occurs at the base of the wall and at openings in the wall.

Assignment 6: Refine Wall Sections

Assignment 7: Assembly and Detail. Use the knowledge you have gained to artfully assemble materials and communicate this through detailed drawings. Draw details for the most important or prominent four connections in your project.

Assignment 8: Refine Details

Draft Integrated Project Document 1. Assemble and layout all of the methods and materials work (drawings and tables) performed this semester into a well-ordered base drawing set with labeled sheets, and a cover with table of contents.
Draft Integrated Project Document 2. Respond to feedback and refine by revising the drawing set.
Final Integrated Project Document Set. Submit a final drawing set that incorporates all feedback.

Attendance Policy, Class Expectations, and Make-Up Policy
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://gradcatalog.ufl.edu/graduate/regulations/
Attendance for all lectures, labs and/or workshops is mandatory, will be taken at the start of meetings, and recorded in canvas. Chronic absences and/or tardiness will have a negative impact on your grade. Tardiness of more than 20 minutes to any lab/lecture will be counted as an unexcused absence. Three or more unexcused absences may result in a full letter-grade reduction in the course. Four unexcused absences can result in failure of the course (see grade breakdown below). Materials covered in the lecture will be tested. If you must miss class, it is your responsibility to notify the instructors in a timely manner, as well as getting the assignments and notes from your classmates.

Evaluation of Grades
Students will be responsible for the material in the reading assignments as well as the course lectures and laboratory sessions. There will be a range of project assignments and may include both individual and group work. Assignments will ask students to apply knowledge of class material in two potential forms; topic-specific lab assignments relative to direct coursework which will correspond with module topics, and synchronous assignments that complement concurrent, studio-based design projects.

Methodology
Learning objectives are reinforced through periodic assignments, scaffolded using case study projects.
- Quizzes: Periodic quizzes will be given based on assigned reading and prior class lectures - assessed by instructor
- Periodic Assignments/Labs - Assignments are made each class meeting and are due at the beginning of the next class unless stated otherwise. Assignments scaffold elements of summative project. Final assessment is by the instructor.
- Labs (individual) and Workshops (group): Conducted during class time, labs and workshops provide hands-on opportunity to examine, discuss and understand content. Labs may or may not have deliverables that contribute toward grades – assessed by instructor.
- Exams: Exams will be given based on assigned reading and class lectures - assessed by instructor.
- *Integrated Project (Document Set): Outcomes of assignments and labs will be refined and integrated into a set of documents that communicate design intent through applied knowledge. Grades will be based on the quality and completeness of work, the continuous development of clarity and rigor of the application of technical knowledge to support design concepts, and ability to present in visual, written, and verbal form. Assessed by instructor with input from panel of faculty and outside expert critics.*

Each module and the Integrated Project will be graded separately. The semester grade will be based on the following breakdown relative to content modules and final project. To pass the course, the cumulative course grade must be 60% or better.

Course Module Weighting
Environmental Tech Module:	50%
Materials/Methods Module:	50%
Total:	100%

Environmental Technology Module (weeks 1-6) 50% of course grade:
Acoustical Systems (43% of module grade):
Lab 01: Sound Pressure Level & dB – 8% of module grade
Lab 02: Reverberation time – 10% of module grade

Lab 03: Ray Tracing – 10% of module grade
Lab 04: Transmission Loss – 10% of module grade
Quiz 01: Florida Building Code Method on RT – 5% of module grade
Electrical Systems *(42% of module grade):*
Lab 05: DIALux Workshop I – 7% of module grade
Lab 06: DIALux Workshop II – 7% of module grade
Lab 07: DIALux Workshop III – 8% of module grade
Lab 08: DIALux Workshop Final – 15% of module grade
Quiz 02: Lumen Method – 5% of module grade
Power and Energy Systems *(15% of module grade):*
Lab 09: PV System Calculation – 10% of module grade
Quiz 03: Power & Energy Systems – 5% of module grade
Total Environmental Technology Module – 50%

Materials and Methods Module (weeks 6-12) 50% of course grade:
Assignment 1: Complete Code Notes & Calculations– 5% of module grade
Assignment 2: Building System Distribution– 5% of module grade
Assignment 3: Building System Spaces Plans Sections – 5% of module grade
Assignment 4: Applied Roof Plans & Details – 5% of module grade
Assignment 5: Applied Wall Sections & Details– 5% of module grade
Assignment 6: Assembly and Detail*– 5% of module grade*
Draft Integrated Project Document 1- 5% of module grade
Draft Integrated Project Document 2 - 5% of module grade
Final Integrated Project Document Set - 10% of module grade
Total Materials and Methods Module – 50%

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0	Good work
	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

Minimum Cumulative GPA

SoA Honesty Policy

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

   There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
   - CAD drawings and construction details
   - design guidelines (written and graphic)
   - design, planning, and management projects or portions of projects
   - class reports and papers (again, both written and graphic information)
   - any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

   Examples of inappropriate activities include:
   - copying graphics for a report without crediting the original source
   - representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)
   - allowing someone else to represent your work as his own

   The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

   Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

   Multiple submissions of the same or similar work without prior approval
   If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

   Examples include:
   - misrepresenting reasons why work cannot be done as requested
   - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

- altering work after it has been submitted

- hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

Academic Policies & Resources

https://go.ufl.edu/syllabuspolicies

Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

GEB 5XXX Career Success (21872)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

1) The course title needs specificity. Should add "in management" or "in business" to the title, transcript title, and description (on form and syllabus). As written, this could apply to any graduate student, but the rationale is very clear it's for COB students.

2) The prerequisites should be clarified. Should the prerequisites list the Warrington master's to restrict the course based on rationale?

3) There are also a lot of TBA and incomplete pieces.

4) Identify the course level on the syllabus. The submitted form says 5xxx, but the syllabus lists XXXX.

5) Add instructor name and fill all TBDs (time, location, Mod, etc.)

6) Clarify zero-credit Business Career Service (BCS) design and confirm no student fee.

7) Request that specific descriptions of assignments be included on the syllabus.

8) Request the inclusion of the reading list in alignment with the schedule on the syllabus. Doesn't necessarily have to be weekly. If all readings are not available, a sample will suffice.

9) Boilerplate items are missing. Add links for Campus Wellness and Support Services and Academic Resources. Follow the syllabus guidelines found here: http://syllabus.ufl.edu/syllabus-policy/

Course|New for request 21872

Info

Request: GEB 5XXX Career Success in Business
Description of request: Covers assessment and identification of career goals, development of an internship/full-time job search strategy, crafting an effective resume, excelling in job interviews, and mastering the art of networking. Gives students a comprehensive understanding of various industry and functional
careers and career paths. There is an emphasis on self-reflection, exploration, teamwork, and career search strategies, enabling students to make informed decisions about their future career paths.
Submitter: Ana Portocarrero anais@ufl.edu
Created: 12/5/2025 2:24:17 PM
Form version: 11

Responses
Recommended Prefix GEB
Course Level 5

Course Number XXX
Lab Code None
Course Title Career Success in Business
Transcript Title Career Success in Business
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Spring
Effective Year 2026
Rotating Topic No
Repeatable Credit? Yes
Multiple Offerings in a Single Semester No
If repeatable, # total repeatable credit allowed 0
Amount of Credit 0

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 50 minutes
Course Description Covers assessment and identification of career goals, development of an internship/full-time job search strategy, crafting an effective resume, excelling in job interviews, and mastering the art of networking. Gives students a comprehensive understanding of various industry and functional careers and career paths. There is an emphasis on self-reflection, exploration, teamwork, and career search strategies, enabling students to make informed decisions about their future career paths.
Prerequisites Designed for master's students in business administration.
Co-requisites N/A
Rationale for Placement in the Curriculum This will initially target students in our Master of Science in Management (MSM) program, as this group has the greatest need for a course of this nature. This is because 100% of these students are coming from outside the College of Business. Our objective is to help these students assimilate into the Warrington "career culture" and equip them with the skills, tools, and resources necessary to enhance their chances of securing internships and full-time positions in their desired field, ultimately boosting their job placement upon graduation. This course also aims to help students in our other Specialized Master programs—who may not share the typical "career culture" experience of a business undergraduate—reach the same goals. This zerocredit, nofeecourse will appear on the UF transcript as a Satisfactory/Unsatisfactory grade.
Syllabus Content Requirements All Items Included

Instructor:
Genaveve Polhill
352 Hough Hall
Genaveve.Polhill@warrington.ufl.edu
352-294-8106

Teaching Assistant:
TBA

Prerequisite:
Students enrolled in a Warrington College of Business Master's Program

Office Hours:
By appointment only
NOTE: Please email your request a minimum of 48-hours in advance and include your availability.

Communication Channels:
Instructor and teaching assistant will communicate with students via UFL email or Canvas messages.
Students are expected to use UFL email ONLY when sending an email to instructor and/or teaching assistant.

Course Description:
Covers assessment and identification of career goals, development of an internship/full-time job search strategy, crafting an effective resume, excelling in job interviews, and mastering the art of networking. Gives students a comprehensive understanding of various industry and functional careers and career paths. There is an emphasis on self-reflection, exploration, teamwork, and career search strategies, enabling students to make informed decisions about their future career paths.

Textbooks and Course Materials:
Students will purchase a CareerLeader Assessment as part of this course. No textbook is required.

Learning Objectives:

Phase-1 (4-weeks)
- Creating a Job Search Strategy: Learn how to develop a list of target companies and create a strategy for connecting with them utilizing the LAMP list method.
- Crafting an Elevator Pitch: Cultivate the skills necessary to craft an impressive 30-second elevator pitch and confidently deliver it.
- Building Networking Skills: Master the art of effective networking, both online and in-person, towards building a robust professional network. Learn how to improve a LinkedIn profile for online networking.
- Creating an effective Resume: Hone skills in crafting a high-quality resume, using industry standards and the START method.
- Nailing the Interview: Master the skills required to conduct highly effective job interviews using the START method. Acquire the skills and strategies to excel in interviews, including managing case interviews.
- Offer Negotiation: Learn the appropriate process of effectively negotiating a starting salary and other parts of an offer.

Phase-2 (3-weeks)
- Identifying functional and industry-based careers in business from entry-level to executive. Participate in company research projects to explore careers and learn how to use this in interviews.
- Identifying and understanding functional careers in business and outside of business (non-traditional roles), based upon an individual's strengths, skills, and interests.

- Interact directly with Warrington alumni, company representatives, and career-experienced MBA students about a "Day in the Life" of various careers.

Industry and Functional Careers Covered in the Class:
Finance ~ Information Systems ~ Management ~ Marketing ~ Sales~ Consulting ~ Retail

Class Format:
This course will incorporate several teaching methodologies including in-class lectures, class discussions, student-group projects, peer-learning, and guest company and Warrington alumni speakers and panels. Success in this course will be highly dependent upon participation and interaction with both the instructor and fellow students. In-class participation will be highly measured as part of a student's overall grade.

Attendance & Participation:
Students are expected to be punctual for attendance and remain inside the classroom for the entire class session, as they would in any business appointment, unless an urgent need arises, or prior arrangements have been made with the instructor.

Class discussion is an important part of the pedagogy of this course. Students in **Career Success** should be fully prepared to engage in in-class discussion, and they should use the opportunity to develop positive and professional communication skills. This includes providing respect for differing perspectives and contributions to the discussion, as well as building on the base for discussion laid by student colleagues and the instructor.

Excused Absences:
- Religious Holidays: Religious holidays are always excused; however, please notify the instructors, in writing, within the first two weeks of class so that appropriate accommodations may be made.
- Medical and Family Emergencies: Please complete an [Instructor Notification Request](#) through UF's You Matter, We Care. If your absence is confirmed and excused, the Care Team will contact your instructors directly to excuse your absence. If you have questions about excusing medical and family emergencies, please call the Care Team at 352-294- 2273 or email [DSOCares@dso.ufl.edu.](#)

Video or Audio Recording of Lectures:
Students are allowed to record video or audio of class lectures. However, the recording of lectures 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, 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.

<u>**Grading:**</u>
The grading for this course will be:
- Satisfactory (S):   101 – 160 points
- Unsatisfactory (U):   0 – 100 points

- Note: All assignments are to be turned in on time as specified in the syllabus and instructor. **Late assignments will not be accepted.**
- Note: The grade will appear on your official transcript
- Note: Zero credit (no student fees)

<u>**University of Florida Grade Policies:**</u>
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext

Note: In-class participation is a <u>significant assessment</u> of a student's final S/U grade. This grade is based upon participation and engagement in the following:
- In-class student-group exercises
- Company presentations Q&A
- Lecture Q&A
- General class discussion
- Preparation for discussions on scheduled topics
- Meaningful and thoughtful questions
- Positive influence in class

<u>**Academic Integrity**</u>**:**
As a University of Florida student, you have signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information in order to gain an academic advantage. This includes cheating on exams and/or plagiarizing work on any of the class assignments. For written assignments and team presentations, it is imperative that you cite the author appropriately when referring to someone else's research/idea/thought/etc. In relation to team assignments, all students on the team are accountable to one another. If member of the team commits an academic honesty violation; this will be considered a team infraction. It is imperative that you hold each other accountable for creating a culture of academic honesty in this class, and in all your academic work at the University of Florida. Violations of academic honesty will be dealt with severely.

At a minimum, cheating on exams will result in a score of zero on that exam for all participating students, and plagiarized assignments will result in a score of zero on that assignment for all participating students. Examples of violations of academic honesty on exams includes bringing in unauthorized notes, displaying an exam for others to see, looking at another student's exam, or communicating with others in any way during an exam. For more information on University of Florida's Honor Code, please visit
www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

<u>**Students with Disabilities**</u>**:**
If you have a documented disability needing accommodations, it is your responsibility to contact the Dean of Students Office as early in the term as possible. It is imperative that I know of any accommodations you require at least 48 hours prior to any exam given during the course. More information can be found at:
http://www.dso.ufl.edu/drc/

Campus Health and Wellness Resources:
UF Whole Gator Resources: Visit https://one.uf.edu/whole-gator/discover for resources that are designed to help you thrive physically, mentally and emotionally at UF.

GatorEvals 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

Academic Resources:
- UF Academic Resources & Policies: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/
- E-Learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or helpdesk@ufl.edu.
- Business Career Services: 350 Hough Hall, bcs-info@warrington.ufl.edu.\
- Library Support: Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Academic Resources: 1317 Turlington Hall, call 352-392-2010, or to make a private appointment: 352-392-6420. Email teaching-center@ufl.edu. General study skills and tutoring.
- Academic Complaints: Office of the Ombuds; visit the Complaint Portal website for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.
- UF Student Succes Initiative: Visit https://studentsuccess.ufl.edu/ For resources that support your success as a UF student.
- Public Speaking Lab: (Dial Center, 501 Rolfs Hall) Offering online and in-person help developing, organizing, and practicing oral presentations. Contact email: publicspeakinglab@clas.ufl.edu.

Class Assignments:
Detailed class assignment instructions and due date times will be provided to you in Canvas. The breakdown of the assignments and assignment due dates are as follows **(but subject to change):**

NOTE: Some assignments may be due prior to the start of class. Review Canvas for due times details. Late assignments will not be accepted.

Assignments	Due Date	Points
Complete CareerLeader career assessment. CareerLeader (https://www.careerleader.com/) is a tool to allow a student to make data-driven decisions about a career choice. The assessment will be discussed during class. Students should read assessment results prior to class.	1/13/26	20
HW Profile: Create or update profile in HIREWarrington. HIREWarrington is the platform used by Business Career Services. Students will fill in any internship roles, add their current resume and select preferred industries and functions. There isn't any pre-reading required for this assignment.	1/13/26	10
LAMP LIST: Submit a LAMP List in HIREWarrington. Read and listen to materials from Steve Dalton on creating a LAMP list (materials from 2 Hour Job Search website - https://2hourjobsearch.com/articles). Submit the list in the Target Employers module of HIREWarrington.	1/16/26	10

Elevator Pitch: Practice elevator pitch in VMock and perform in class. Elevator Pitch materials will be covered in the 1/13/26 class. Students submit their pitch in www.vmock.com/warrington prior to the class 1/20/26 class and be prepared to present it in front of the class.	1/20/26	10
Resume: Submit and/or update resume in VMock (www.vmock.com/warrington). Follow the guidelines in VMock to improve the score of the resume. Download the final version and submit it in HIREWarrington in the Application Materials module. Final version submitted in HIREWarrington must achieve a score of 80+ in VMock. Resume information will be presented in 1/20/26 class, so there isn't material to pre-read.	1/23/26	15
Cover Letter: Create cover letter in VMock (www.vmock.com/warrington) and submit on HIREWarrington under Application Materials module. Cover letter information will be presented in 1/20/26 class, so there isn't material to pre-read.	1/27/26	10
GCAP: Meet with GCAP to review resume and cover letter. Schedule a resume/cover letter review in HIREWarrington with any GCAP. GCAPs will provide a score out of 10 for the instructor based on preparation and quality of resume and cover letter.	1/30/26	10
Conduct Informational Interview: Reach out to one UF alumnus/alumna at a target company and perform an informational interview (utilize Network Warrington - https://network.warrington.ufl.edu/ to identify alum). Materials about informational interviews and networking will be presented in 1/27/26 class to prepare students for this assignment. There isn't additional material to pre-read.	2/3/26	15
Interviewing: Practice and record three (3) interview questions in VMock (www.vmock.com/warrington). In the 2/3/26 class, students will learn about the various types of interview questions, including behavioral, technical and case. Students will submit a job description for a role that interests them in the VMock interview module and answer three of the questions that VMock produces for that role.	2/10/26	15
In-Class Presentation: Participate in group project on functional area of business. In the 2/10/26 and 2/17/26 classes, students will have the opportunity to ask panels of alumni, employers and GCAPs about various functional areas. In the final class, students will present an area of business that interests them, providing the class with information on the skills and training needed for this function and the day-to-day activities that are typical in this area. A rubric will be provided for the activity so the students know what is expected of them and how the grade will be calculated.	2/24/26	20
Attendance and Class Participation	All classes	25
Total Points		**160**

Course|New for request 22262

Info

Request: ANG 6XXX Proposal Writing for Cultural Anthropology
Description of request: Approval of a new graduate course
Submitter: Adrienne Strong adrienne.strong@ufl.edu
Created: 12/9/2025 10:02:51 AM
Form version: 1

Responses

Recommended Prefix ANG
Course Level 6

Course Number XXX
Lab Code None
Course Title Proposal Writing for Cultural Anthropology
Transcript Title Proposal Writing
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Seminar
Weekly Contact Hours Approximately 3 hours per week
Course Description Discusses the rhetorical skills needed to conceptualize, design, and write a competitive research proposal in cultural anthropology. Addresses identifying funding opportunities, communicating with program officers, and outlining a timeline for grant proposal writing and submission. Includes discussion of budget issues and institutional review board applications. Students produce a full grant proposal for external funding.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum There has been no organized proposal writing specifically for cultural anthropology PhD students. Faculty, students, and staff have identified this as a need to better systematize and strengthen our training and students' preparation for the academic and non-academic job market, as well as their competitiveness for external funding to support their dissertation research. Currently, the course is not required but may be in the future.
Syllabus Content Requirements All Items Included

ANG6XXX: Proposal Writing for Cultural Anthropology
Spring 2026 | 3 credits

I. General Information

Meeting days and times: T: 9:35-12:35
Class location: Turlington 1208H

Instructor(s):
   Name: Dr. Adrienne Strong
   Office Building/Number: Grinter 441
   Phone: 352-392-4490
   Email: adrienne.strong@ufl.edu
   Office Hours: Tuesdays 1:00-3:00pm or by appointment via Calendly.com/adrienne-strong

Course Description
Discusses the rhetorical skills needed to conceptualize, design, and write a competitive research proposal in cultural anthropology. Addresses identifying funding opportunities, communicating with program officers, and outlining a timeline for grant proposal writing and submission. Includes discussion of budget issues and institutional review board applications. Students produce a full grant proposal for external funding.

The class is focused on developing the rhetorical skills to conceptualize, design, and write competitive research proposals in cultural anthropology through weekly exercises and a workshop style format to facilitate peer evaluation and feedback. The course emphasizes intellectual framing, methodological fit with research questions and goals, ethical reflection, and clarity of writing, as well as skills needed to identify and evaluate funding opportunities. Students produce a full grant proposal suitable for submission to a major funding agency (e.g., NSF, Wenner-Gren, SSRC, Fulbright).

Course Materials

- *The Grant Writing Guide: A Roadmap for Scholars by Betty S. Lai* (available at the UF bookstore)
- Recommended- *Where Research Begins: Choosing a Research Project that Matters to You (and the World)* by Thomas S. Mullaney and Christopher Rea (available online via the library)

Materials will be available through the following means: All other required materials will be available on Canvas.

Course materials and supplies fee
N/A

Suggested additional resources:
- *The Craft of Research*, 5th ed. (2024) By Wayne C. Booth, Gregory G. Colomb, Joseph M. Willilams, Joseph Bizup, and William T. Fitzgerald. University of Chicago Press.
- *How to Get Grant Money in the Humanities and Social Sciences* (2019) by Raphael B. Folsom. Yale University Press.
- Research methods texts relevant to your proposed methods.

II. Course Goals

Course Objectives
In this course we will:

- Cover how to locate and decode funding opportunity calls to evaluate for fit and requirements
- Discuss rhetorical skills specific to constructing compelling grant proposals
- Cover how to fit each piece of the proposal together to make a cohesive proposal building on previous training in theory and methods

Student Learning Outcomes
A student who successfully completes this course will be able to:

- Produce a full grant proposal suitable for submission to a funder of their choice (likely Wenner Gren or NSF)
- Apply grant writing skills to the evaluation of peers' drafts to provide constructive feedback
- Identify a variety of funding opportunities open to cultural anthropologists
- Apply knowledge of UF's own internal grant management process to comply with internal and funder requirements
- Address feasibility, ethics, and positionality in grant proposals
- Formulate significant research questions that are operationalizable and significant to the field of cultural anthropology

III. Graded Work

Graded Components
Weekly Peer Feedback (20%): Each week you will be responsible for reading everyone's circulated drafts and preparing some comments for discussion. I will also assign you a partner or small group and you will be required to submit additional comments and suggestions on this subset of your peers' drafts. There will be a submission in Canvas for these peer feedback

assignments and they will be due at the end of the class period throughout the semester. I will assess peer feedback for detailed, respectful comments that seriously engage with the writer's ideas and seek to help them constructively build on their prior versions of the proposal draft. I expect more thorough and more comments in earlier versions of the writing. As people refine their work, the comments will likely be more minor but your engagement with people's ideas and new portions of writing should maintain the same level of attention and rigor.

Weekly Writing Submission (25%): Over the course of the semester, you will write a full grant proposal, but we will work through each component. Each week, you will submit a new or revised portion of the proposal. We will also work through a draft IRB submission as part of the weekly writing assignments. As opposed to grading these submissions for "correct" or "incorrect" writing and ideas, I am looking for steady progression of the research plan and an increasing level of refinement and clarity as we move through the semester.

Final Grant Proposal- Full Draft (25%): The final product for this class is a completed grant proposal ready for submission to a major funder. You may choose either NSF DDRIG format or Wenner Gren format. In addition to the main proposal, you will also submit a budget and budget justifications and a data management plan (applies to both formats). In addition to grading for completeness, I am looking for how all the pieces of the proposal fit together. I will undertake grading for the final version as I would if I were a reviewer for NSF or Wenner-Gren. I will consider themes we've discussed throughout the semester with a particular focus on clarity, fit between research questions/objectives and proposed research design, and your articulation of broader impacts and intellectual merit of the project. Attention to detail is an important component of grant writing and, as such, I will deduct points for errors such as widespread typos, sloppy formatting, unreadable/awkward phrasing, or miscalculations in your budget math, for instance. Please endeavor to submit a polished final draft.

Attendance (15%): Weekly attendance is mandatory because of the workshop format of this course. Any excused absences must be communicated well in advance. For excused absences, you will have a reasonable amount of time to submit any work due, but you MUST communicate with me to agree upon the timeline of completion of work. Weekly attendance is mandatory. Attendance at class each week is worth 1% of this 15%. Absences that are not University excused absences will result in 1% off this graded component of the class. I will not consider things like planned volunteering, internships, as being excused. Any doctor's appointment (for acute illness or otherwise) during class time must have a doctor's note. Please plan your schedule accordingly.

Participation (15%): I expect active participation in this workshop style class. You will get out of this experience what you put in in terms of peer feedback and being able to learn through collaborative engagement with each other's work. If you are absent due to an excused reason, you will be able to submit comments via Canvas so as not to lose participation points for that class period. See the rubric below. Your participation is graded on a weekly basis. You will be informed of your progress if or when you are not meeting the "high quality" standards in the rubric below and at the midterm you will receive feedback on your participation overall. NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g.,

shyness, language barriers, etc., see me as soon as possible to discuss alternative modes of participation.

	High Quality (4-5pts)	Average (2-3pts)	Needs Improvement (0-1pts)
Informed: Shows evidence of having done the assigned work. (5 points)	Comments that bridge class readings and make connections to other content. Specific reference to texts.	General reference to overarching ideas in the text but no evidence of having read all the text.	Comments do not relate to readings, may only be based on anecdotes without connection to texts.
Thoughtful: Shows evidence of having understood and considered issues raised. (5 points)	Questions and comments that display in depth consideration of the texts. Comments that seek connection to other questions relevant to the course content.	Some comments but may be surface level or off topic, less relevant to the text and more related to outside experience.	Little or no evidence of readings, no comments.
Considerate: Takes the perspective others into account. (5 points)	Thoughtful and respectful engagement with others even when disagreeing. Responses and comments do not diminish others' contributions.	Little engagement with classmates' ideas or comments. Interjecting own ideas without adequate acknowledgement of others.	Actively disregards or disrespects others, ignores the comments others make.

TOTAL: 100%

Grading Scale

Letter Grade	Number Grade
A	100-92.5
A-	92.4-89.5
B+	89.4-86.5
B	86.4-82.5
B-	82.4-79.5
C+	79.4-76.5
C	76.4-72.5
C-	72.4-69.5
D+	69.4-66.5
D	66.4-62.5

Letter Grade	Number Grade
D-	62.4-59.5
E	59.4-0

Late assignments will be subject to a late penalty of 10% off per day late unless I've been notified prior to the due date and we have agreed on an alternative arrangement and/or it is an excused absence. Please also notify me directly if you will be out. I will not accept **unexcused** late work if it is more than one week late.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

ChatGPT and Generative AI tools Policy
To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success.

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. ***If you use generative AI, acknowledge how it was used and how much.*** Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to ChatGPT/AI detection. Assignments will be checked by the instructional team if more than 20% of the assignment suggests the content did not come from the student or is not properly cited. Any suspected plagiarism through the unattributed use of generative AI will be reported to the Student Conduct and Conflict Resolution Office. Any penalties will be decided pursuant to the findings of any investigation from that office.

IV. Calendar

Date	Topic	Readings/Preparation	Work Due
January 13, 2026	Introduction to the Course and Grant Writing	• SSRC grant writing guide • Secrets of the Problematique	• Introductory discussion post • Come to class prepared to present 2 versions of your "problematique", details on Canvas
January 20, 2026	Identifying Funding Opportunities	• Lai, Intro and Task A chapters 1-3 pp. 1-42, Chapter 6 Get Samples. After reading Lai ch. 6, identify previous grants from a funder and try to get at least 3 previously funded grants (we will examine these in addition to ones we have access to through the department), these will be needed for the activity due in advance of next week's class. • NSF PAPPG https://www.nsf.gov/policies/pappg • Presentation of funders, discussion of how to determine fit and suitability for your goals	• Come to class with a list of at least 5 funding opportunities you've found • Revised problematiques circulated to the entire class by 4pm Monday the 19th
January 27, 2026	Meeting the Needs of Funders	• Lai ch. 5 Talk to a Program Officer • Wenner-Gren grant writing guide • Lai ch. 8 Evaluation Criteria and the Mission • NSF review criteria and reviewer guide • Discussion of revised problematiques • Wenner-Gren Foundation President Danilyn Rutherford will join us on Zoom at 11am Rutherford. *Optional* • Proposal writing for the Wenner-Gren Foundation, vimeo video (1:30:40)-save for your future reference and/or watch to help you generate questions to ask her in class	• Review of the samples you've located including 1) Wutich 2) one you've solicited and 3) one from the department archive • Questions for Wenner-Gren Foundation President
February 3, 2026	Planning the Proposal	• Continue discussing reviewing from last week • Discuss edited problematiques	• Revised chosen problematique circulated by

Date	Topic	Readings/Preparation	Work Due
		• Lai ch. 4 The One Pager, ch. 7 A Grant's Anatomy, ch. 11 Structure Your Draft • Discuss required elements of different funding calls (or lack thereof) • Look up any info on UF Research Office's website that you can find about grant submission processes • Discuss internal requirements for preparing and submitting proposals	4pm Monday, Feb. 3rd. You must discuss this with your mentor so we're not wasting time working on something they don't think is a good idea! • Read everyone else's circulated problematique
February 10, 2026	The Literature Review	• Discuss proposal starts • Lai ch. 9 The Literature Review • Read the literature review sections of your 3 proposals from earlier in the semester and be ready to discuss what they did well, how they organized it, what rhetorical need this section fulfills	• Beginning pieces "proposal starts" to be circulated by Monday the 9th at 4pm • Read everyone's and be ready to comment
February 17, 2026	Research Design	• Lai ch. 10 Your Research Plan • Johnson and Hruschka. 2014. Chapter 3 Research design and research strategies in *Handbook of Methods in Cultural Anthropology, 2nd Edition* H. Russell Bernard and Clarence C. Gravlee, eds. Rowman & Littlefield. • One more reading TBA dependent on class needs	• Continue working on your draft, now including literature review. Also include a preliminary summary of your research design. This can just be bullet points for the moment. Circulate by 4pm Feb. 16th • Read everyone's and be read to comment
February 24, 2026	Putting the Puzzle Together	• Discuss proposals, full class day workshop and working period	• Add more information about your research design and methods to your draft. Circulate by 4pm on February 23rd

Date	Topic	Readings/Preparation	Work Due
			• Read and be ready to comment
March 3, 2026	Other Elements of the Proposal	• Discussion of broader impacts, intellectual merit, personal preparation sections • Lai ch. 14 The Pick Me Factor	• Circulate your draft with added personal preparation section by 4pm on March 2nd • Read and be ready to comment
March 10, 2026	Broader Impacts and Budgets	• Guest speaker to talk about common budget issues and UF do's and don'ts • NSF budget guide • UF budget information • NSF and Wenner-Gren budget templates • Discuss goals of broader impacts and review drafts of these • Discuss personal preparation sections	• Circulate current draft with added broader impacts and IM statements, highlight other changes in track changes for everyone. • Read and be ready to discuss
March 17, 2026	Spring Break	• No Class	• None- be working on revising your draft
March 24, 2026	Data Management Plans	• Guest speaker from Libraries to talk about data management and UF's repositories • Read NSF information on data management plans • Read UF library data management plan resources, linked in Canvas • Discuss draft budgets and justifications	• Circulate full draft including draft budget and budget justifications, updated broader impacts and IM, personal preparation sections. • Read and be ready to discuss
March 31, 2026	IRB and Other Approvals and Permissions	• Part 46 Code of Ref Refs (Human Subjects) • 2018 Revised Common Rule • Lederman, "Mission Creep"	• Go online and create an account, do trainings for IRB, if you have not already

Date	Topic	Readings/Preparation	Work Due
		• Shore, C. 2024. The bureaucratization of ethical integrity: Research ethics committees and imaginaries of risk. *Anthropology Today* 40(2):8-10. https://doi.org/10.1111/1467-8322.12872 • Lederman, R. 2006. IRB consent form dilemmas and the importance of local knowledge. *Anthropology News* May 2006: 22-23. • Lederman, R. 2007 April 2. "Educate Your IRB". https://savageminds.org/2007/04/02/educate-your-irb-a-boilerplate-experiment/ • Bond, T. 2012. Ethical imperialism or ethical mindfulness? Rethinking ethical review for social sciences. *Research Ethics* 8(2):97-112. https://doi.org/10.1177/1747016112445419 • Gordon, E.J. 2003. Trials and tribulations of navigating IRBs: Anthropological and biomedical perspectives of "risk" in conducting human subjects research. *Anthropological Quarterly* 76(2): 299-320. 10.1353/anq.2003.0023	• Draft short statement on ethical considerations in your research, include information on what clearances or approvals you will need and how to get them. Circulate this by 4pm on March 30th • Read and be ready to discuss
April 7, 2026		• Discuss IRB applications • Discuss local research requirements and processes and how to plan these into timelines	• Draft a version of your IRB application (or circulate one that has current approval). Note any points of uncertainty or difficulty. • Read and be ready to discuss
April 14, 2026		• Discuss and workshop full drafts, in class work time and small group peer reviews • Discuss questions about revising/reworking for other funders • Any remaining topics TBD	• Circulate full, revised draft including research timeline with changes highlighted • Read and be ready to discuss

Date	Topic	Readings/Preparation	Work Due
April 21, 2026	Last Day of Class	• Presentations of final products and plans for other submissions • Celebrate those who have submitted proposals this semester!	• Final proposal due by midnight on the last day of class

V. Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. John Krigbaum (krigbaum@ufl.edu, 352-294-7540). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (http://www.ombuds.ufl.edu; 352-392-1308) or the Dean of Students Office (http://www.dso.ufl.edu; 352-392-1261).

VI. Library Resources

- **Library Resources (Courses with Researching/Writing Component, Grad Courses)**: The **UF Libraries** provide access to numerous resources and services that will help you succeed in this course. Access thousands of **online databases, books, and articles** or visit one of the **branch locations** for additional **resources, services, and study spaces**. Further, as this class requires students to complete a bibliography, research paper, or project, both the **Anthropology Library Guide** and the **Anthropology Assignment Guide** may be of assistance. You can also contact the **Anthropology Librarian** directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also **Ask A Librarian** for help by email, chat, text, or phone.
- **Ginessa Mahar** (Anthropology Librarian): gjmahar@ufl.edu, office: Library West Room 500

Course|New for request 22439

Info

Request: CAI 5XXX Applied Data Science in Health
Description of request: We request approval to offer a new required course, Applied Data Science in Health, as part of the Artificial Intelligence in Biomedical and Health Sciences MS program.
Submitter: Elizabeth Palmer eanpalmer@ufl.edu
Created: 1/20/2026 8:32:18 AM
Form version: 1

Responses
Recommended Prefix CAI
Course Level 5

Course Number XXX
Lab Code None
Course Title Applied Data Science in Health
Transcript Title Applied Data Science in Health
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3 hours per week for class, plus two hours per week for office hours
Course Description Covering Python programming, data manipulation and visualization, statistical inference, and predictive modeling, Applied Data Science in Health provides students with fundamental programming and data science skills essential for AI applications in biomedical and health sciences. Students will learn to analyze healthcare datasets using computational methods including hypothesis testing, regression analysis, and classification. The course emphasizes simulation-based approach.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum This course is designed as a required course for incoming graduate students in the Artificial Intelligence for Biomedical and Health Sciences program/major. We will create a separate request to have this course added into the program curriculum as a core course, waivable for any student who demonstrates proficiency with the skills and tools covered in the class. Applied Data Science in Health is a beginner level course providing foundational instruction in Python programming, data manipulation, statistical inference, and computational reasoning required for later coursework in artificial intelligence and machine learning. Positioning students for success in more advanced program courses in the AIBHS curriculum, it can be taken in tandem with CAI 5724: AI in Health Design Studio I and CAI 5720 Fundamentals of AI in Medicine I.
Syllabus Content Requirements All Items Included

CAI YYYY: Applied Data Science in Health

Semester: Fall 202X
Location: DSIT 2400
Zoom: https://ufl.zoom.us
Class Meetings: [Day] X:XX – X:XX [am/pm]
Credit Hours: 3

Instructor

Instructor Name
email@ufl.edu
352-XXX-XXXX
MALA XXXX

Teaching Assistant

TA Name
taemail@ufl.edu
352-XXX-XXXX
MALA XXXX

Office Hours

- Hybrid office hours will be held every XXXday from 4-5pm over Zoom and in-person at Malachowsky Hall Room XXXX
  - **Office hours Zoom link:** https://ufl.zoom.us
- Students may also reach out by email to schedule individual appointments at any other time.

Course Website

https://elearning.ufl.edu

Course Communications

E-mail is the preferred method of communication. Students are expected to check their UF email and Canvas regularly for course announcements and updates.

Required Textbook

- ***Computational and Inferential Thinking: The Foundations of Data Science*** by Ani Adhikari, John DeNero, and David Wagner
  - Available online at: https://inferentialthinking.com

Recommended Resources

- ***Python Data Science Handbook*** by Jake VanderPlas

Required Computing Resources

- Access to a computer capable of running Python code is required.
- During class meetings, students are expected to use their personal laptops.

Materials and Supplies Fees

None.

Course Description

This course provides students with fundamental programming and data science skills essential for AI applications in biomedical and health sciences. The course covers Python programming, data manipulation and visualization, statistical inference, and predictive modeling. Students will learn to analyze healthcare datasets using computational methods including hypothesis testing, regression analysis, and classification. The course emphasizes a simulation-based approach to statistical reasoning, preparing students for advanced coursework in the AIBHS graduate program.

Prerequisite Knowledge and Skills

- **No prior programming experience required.** This course is designed for students without formal training in computer science or statistics.
- **Note:** This course provides comprehensive instruction in Python programming fundamentals and statistical methods, establishing the necessary computational foundation for subsequent coursework in the AIBHS program.

Course Objectives

After completing this course, students will be able to:

- *Write Python programs using conditionals, loops, and functions to solve computational problems*
- *Manipulate, analyze, and visualize healthcare datasets using pandas, NumPy, and visualization libraries*
- *Apply statistical reasoning to distinguish causation from correlation in observational health studies*
- *Construct confidence intervals and conduct hypothesis tests using bootstrap and permutation methods*
- *Evaluate treatment effectiveness through A/B testing and two-sample comparisons*
- *Build and assess linear regression models to predict continuous health outcomes*
- *Develop classification models for binary health outcomes and evaluate their accuracy*
- *Interpret sampling distributions and quantify uncertainty in clinical estimates*

Relation to Program Outcomes

- This course is designed for incoming AIBHS graduate students who require foundational instruction in programming and statistics.
- The curriculum provides essential training in Python programming, data manipulation, statistical inference, and computational reasoning required for advanced coursework in artificial intelligence and machine learning.
- Successful completion of this course prepares students for CAI 5724: AI in Health Design Studio I and other courses in the AIBHS curriculum.

Instructional Methods

- Instruction combines lectures with in-class activities and independent analysis:
- **Lectures:** Presentation of core concepts with demonstration of computational techniques. It will include weekly three-period block session providing structured practice with course material under instructor supervision.
- **Collaborative Work:** Opportunities for peer discussion and collaborative problem-solving during lecture sections, with individual accountability for assessments.
- **Problem Sets:** Regular assignments requiring application of computational and statistical methods to analyze data.
- **Course Projects:** Two substantial projects requiring comprehensive analysis of health-related research questions.

Course Outline

The following is a tentative schedule of course topics:

Week	Topic	Key Content & Python textbook Chapters
1	Introduction to Data Science in Healthcare	• What is data science in healthcare? • Causation vs. correlation - John Snow's cholera investigation • Python setup, expressions, and names (Python textbook Ch 1-2)
2	Basics of Python Programming-I	• Input/output • Data types (integer, float, string) • Conditionals (if, else if, else)
3	Basics of Python Programming-II	• Loops (for, while) • Built-in data structures (list, dictionary)
4	Functions & Simulation	• Writing functions in Python • Iteration over patient records • Randomness in healthcare sampling • Simulating treatment outcomes (Python textbook Ch 8-9)
5	Tables & Data Manipulation	• Loading and manipulation of data • Selecting, sorting, and filtering data • Intro to data visualization • NumPy, Pandas, Matplotlib, Seaborn (Python textbook Ch 3-6)
6	Charts, Histograms & Distributions	• Visualizing patient populations • Distributions of clinical measurements • Bar charts for categorical health data • Histograms for continuous measurements (Python textbook Ch 7)
7	Mid-Semester Project	A comprehensive project where students will: • Analyze a healthcare dataset using Python, Pandas, and NumPy • Write functions with conditionals and loops to clean and process data • Create visualizations (histograms, bar charts) to explore distributions and relationships • Present findings with interpretations
8	Sampling & Empirical Distributions	• Random sampling • Sampling distributions • Law of large numbers • Variability in health surveys (Python textbook Ch 10)
9	Estimation & Confidence	• Estimating population health parameters • Bootstrap method • Percentile-based confidence intervals • Interpreting uncertainty in measurements (Python textbook Ch 13)
10	Testing Hypotheses	• A/B testing for treatment comparisons • Permutation tests for health outcomes • Test statistics in clinical research • p-values and statistical significance (Python textbook Ch 11-12)

11	Comparing Two Samples	• Comparing patient groups (treatment vs. control) • Testing for differences in health outcomes • Causality in observational studies • Understanding confounding (Python textbook Ch 12)
12	Prediction & Correlation	• Association between health variables • Correlation in clinical measurements • Scatter plots for clinical data • Introduction to prediction problems (Python textbook Ch 15)
13	Linear Regression	• Predicting continuous health outcomes • The regression line for clinical data • Residuals and prediction errors • Least squares method (Python textbook Ch 15)
14	Classification	• Binary health outcomes (disease/no disease) • Nearest neighbors for patient similarity • Evaluating classifier accuracy • Training and test sets (Python textbook Ch 17)
15	Final Project	• Final project presentations

GRADING

Final grades will be determined based on the following percentages:

Component	Percentage
Online Quizzes (10)	15%
In-Class Assignments (10)	10%
Problem Sets (10)	30%
Midterm Project	20%
Final Project	25%

Online Quizzes (15%)
- Short online assessments to evaluate understanding of key concepts and methods from lectures and readings.
- Typically due before the start of the following week's class.

In-Class Assignments (10%)
- Hands-on coding exercises completed during class sessions using Python notebooks.
- Must be submitted by the end of class to receive credit.
- Emphasize participation and real-time application of concepts.

Problem Sets (30%)
- Weekly homework assignments requiring independent application of programming and statistical methods to healthcare datasets.
- Due at the start of class each week.
- Graded for correctness, code quality, and interpretation.

Midterm Project (20%)
- Independent data analysis project demonstrating mastery of exploratory analysis, visualization, and statistical inference.

- Students select a healthcare dataset, formulate research questions, conduct analyses, and present findings in Google-Colab notebook.

Final Project (25%)
- Comprehensive project showcasing the full analytical pipeline applied to a healthcare problem using a publicly available biomedical dataset.
- Deliverables include a documented Google-Colab notebook and class presentation.
- Demonstrates ability to independently design, execute, and communicate a complete data analysis.

Grading Policy

Percent	Grade
93.4 - 100	A
90.0 - 93.3	A-
86.7 - 89.9	B+
83.4 - 86.6	B
80.0 - 83.3	B-
76.7 - 79.9	C+
73.4 - 76.6	C
70.0 - 73.3	C-
66.7 - 69.9	D+
63.4 - 66.6	D
60.0 - 63.3	D-
0 - 59.9	E

COURSE POLICIES

Attendance
- Attendance is strongly encouraged, lectures will be recorded and made available after the class.
- Requirements for class attendance are consistent with university policies that can be found at https://gradcatalog.ufl.edu/graduate/regulations/.

Exams
- There will be no formal midterm or final examinations. However, there will be midterm and final projects.

Make-Up Policy
- Course policies for make-up assignments are consistent with university policies that can be found at https://gradcatalog.ufl.edu/graduate/regulations/.
- Students with excused absences must contact the instructor within 48 hours to arrange accommodation.

Assignment Policy
- All assignments are submitted via Canvas unless otherwise specified.
- Submissions should be in Google Colab notebook (.ipynb) format or PDF as indicated in assignment instructions.
- Code must execute completely without errors (restart kernel and run all cells before submission).
- Partial credit is awarded for incomplete work that demonstrates substantive effort and understanding.

Course Technology
- In-class activities and at-home assignments will be delivered as Google Colab notebooks.
- Students are expected to use their own laptops during class.

- Assignments may be completed using local installations, HiPerGator, or Google Colab unless otherwise specified.

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/.

UNIVERSITY POLICIES

University Policy on Accommodating Students with Disabilities
- "Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."

University Policy on Academic Conduct
- UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Class Demeanor and Etiquette
- All members of the class are expected to follow rules of common courtesy in all email messages, in-person interactions, and online threaded discussions and chats.

CAMPUS RESOURCES

Health and Wellness
- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.
- **University Police Department:** Visit the UF Police Department website 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.

- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell](#) website or call 352-273-4450.

Academic Resources
- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [**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](#)

Course|New for request 22296

Info

Request: CLP 6XXX Advanced Clinical Practicum for Clinical Masters
Description of request: The College of Public Health and Health Professions requests to create new course CLP6XXX Advanced Clinical Practicum for Clinical Masters.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 12:26:45 PM
Form version: 3

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Advanced Clinical Practicum for Clinical Masters
Transcript Title Adv Clin Practicum: Masters
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 2

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Internship
Weekly Contact Hours 2
Course Description Provides the opportunity for advanced Master's trainees to practice application of advanced clinical skills in intervention, supervision and advocacy. Training will include appropriate practicum experience under the supervision of a licensed psychologist, approved by the Program Director. Each trainee and supervisor should establish a time individual/group supervision.
Prerequisites Admission into PBH_MA & CLP6XXX Clinical Practicum for Clinical Masters
Co-requisites n/a
Rationale for Placement in the Curriculum This advanced practicum in Clinical and Health Service Psychology relates to the development and application of advanced clinical skills .Most specifically, the development of Profession Wide Competencies (both foundational and functional competencies) and Discipline Specific Knowledge as defined by the American Psychological Association's Competency Benchmarks in Professional Psychology.
Syllabus Content Requirements All Items Included

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University of Florida
College of Public Health & Health Professions Syllabus
CLP6XXX: Advanced Clinical Practicum for Clinical Masters
(two credit hours)
Semester: Summer, 2029
Delivery Format: On-Campus

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Instructor Name: David Janicke, PhD
Room Number: HPNP Bldg, #3135
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu
Office Hours: 11am to noon, Thursdays
Preferred Course Communications: email
Prerequisites: Admitted into the terminal master's graduate program within the Clinical and Health Psychology department at the University of Florida and completion of CLP 6XXX Clinical Practicum for Clinical Masters

PURPOSE AND OUTCOME

Course Overview
Provides the opportunity for advanced Master's trainees to practice application of advanced clinical skills in intervention, supervision and advocacy. Training will include appropriate practicum experience under the supervision of a licensed psychologist, approved by the Program Director. Each trainee and supervisor should establish a time individual/group supervision.

Relation to Program Outcomes
This advanced practicum in Clinical and Health Service Psychology relates to the development and application of advanced clinical skills .Most specifically, the development of Profession Wide Competencies (both foundational and functional competencies) and Discipline Specific Knowledge as defined by the American Psychological Association's Competency Benchmarks in Professional Psychology.

> **Foundational competencies:** professionalism, individual and cultural diversity, ethical legal standards and policies, professional values and attitudes, and communication and interpersonal skills
> **Functional competencies:** assessment, intervention, supervision, evidenced-based practice, and management-administration

> **Foundational competencies:** professionalism, individual and cultural diversity, ethical legal standards and policies, professional values and attitudes, and communication and interpersonal skills
> **Functional competencies:** assessment, intervention, supervision, evidenced-based practice, and management-administration

Course Objectives and/or Goals
The Clinical Master's Practicum 1 is designed to develop a range of clinical skills and competencies in health service psychology under close supervision of a licensed psychologist:

1. *Ethical and Legal Standards: Demonstrate knowledge and application of APA Ethical Principles and Code of Conduct.*
2. *Individual and Cultural Diversity: Display knowledge of self and others as cultural beings in clinical settings.*
3. *Professional Values and Attitudes: Conduct self in a professional manner at all times. Accepts responsibility across settings and situations and seeks supervision when resolution is not immediately possible.*

4. *Communication and Interpersonal Skills: Form and maintain productive and respectful relationships with patients, administrative staff, peers, supervisors, and professionals from other disciplines. Communicate clearly using verbal, nonverbal, and written skills in a professional context.*
5. *Evidence-Based Practice: Apply knowledge of evidence-based practice including empirical bases of assessment, and other psychological applications, clinical expertise, and client preferences.*
6. *Assessment: Demonstrate ability to select assessment measures with attention to issues of reliability and validity, and to answer diagnostic/referral question. Use systematic approaches of gathering data to inform clinical decision-making. Write assessment reports that communicate findings clearly and efficiently.*
7. *Supervision: Demonstrate knowledge of, purpose for, and roles in supervision.*
8. *Management/Administration: Demonstrate knowledge of and ability to function within professional settings and organizations, including compliance with policies and procedures.*

DESCRIPTION OF COURSE CONTENT

Week	Topic
1	Attend weekly clinic day; see supervisor patient assignments
2	Attend weekly clinic day; see supervisor patient assignments
3	Attend weekly clinic day; see supervisor patient assignments
4	Attend weekly clinic day; see supervisor patient assignments
5	Attend weekly clinic day; see supervisor patient assignments
6	Attend weekly clinic day; see supervisor patient assignments
7	Attend weekly clinic day; see supervisor patient assignments
8	Attend weekly clinic day; see supervisor patient assignments
9	Attend weekly clinic day; see supervisor patient assignments
10	Attend weekly clinic day; see supervisor patient assignments
11	Attend weekly clinic day; see supervisor patient assignments
12	Attend weekly clinic day; see supervisor patient assignments
13	Attend weekly clinic day; see supervisor patient assignments
14	Attend weekly clinic day; see supervisor patient assignments
15	Attend weekly clinic day; see supervisor patient assignments

Course Materials and Technology

Required Textbook: None

Recommended Readings:

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787
2. Ethical Principles of Psychologists and Code of Conduct. American Psychological Association.
3. Florida Statutes and Administrative Codes.
4. UF Health Psychology Specialties Clinic Policies and Procedures in TEAMS_CHP Resources_Clinic_Files_Clinic Policies and Procedures: Clinic Policies and Procedures

5. France, C. R., Masters, K. S., Belar, C. D., Kerns, R. D., Klonoff, E. A., Larkin, K. T., Smith, T. W., Suchday, S., & Thorn, B. E. (2008). Application of the competency model to clinical health psychology. *Professional Psychology: Research and Practice*, *39*(6), 573.
6. Stedman, J. M., & Schoenfeld, L. S. (2011). Knowledge competence in clinical and counseling training and readiness for internship. *Journal of clinical psychology*, *67*(1), 1-5. https://doi.org/https://doi.org/10.1002/jclp.20740
7. Jackson et al., (2012). Application of the Competency Cube Model to Clinical Child Psychology. *Professional Psychology: Research and Practice, 43,* 432-441

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2

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

Accommodations for students with disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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. For more guidance please see this link on Providing Constructive Feedback.

ACADEMIC REQUIREMENTS AND GRADING

Assignments

There is no exam in the course. Required readings/rotation preparation and deadlines for written products determined by individual supervisor as necessitated by clinical population. As part of each practicum experience, students will be expected to engage in a range of activities to prepare for and be successful in clinical care delivery including, but not limited to, medical record review and other case preparation, administration, scoring and interpreting on assessment instruments for therapy intakes, conducting a diagnostic interview, case conceptualization, progress report and intake report writing, engagement in individual, group, or tiered supervision as appropriate**.**

Grading

This course is graded as Satisfactory or Unsatisfactory as determined by supervisor's evaluation of attainment of functional and foundational competencies. Students will be provided feedback throughout the semester and provided formal evaluation at the conclusion of the semester via the Clinical Competency Assessment Tool (CCAT). Students are

rated on a scale from 0-5 on 17 dimensions. These dimensions include: (1) Professionalism, (2) Individual and Cultural Diversity, (3) Ethical Legal Standards and Policy, (4) Reflective Practice/Self-Assessment/Self-Care, (5) Relational, (6) Science, (7), Evidenced-Based Practice, (8) Assessment, (9) Diagnostic/Case Conceptualization Skills, (10) Intervention, (11), Communication about Findings, (12) Consultation, (13) Supervision, (14) Systems, (15) Management/Administration, (16), Advocacy, and (17) Systems Change.

Students who receive a rating of 1 or higher on 80% or more of rated dimensions will receive a grade of S "satisfactory" in the course.

> 0 = Student needs marked improvement in the area to continue acceptable progress in the program; competency is LOWER than the typical 1st semester graduate student.
> 1 = Student's performance is satisfactory but there may be areas in need of improvement; competency is typical of a graduate student who is just beginning a year-long core practicum or a therapy case (i.e., competency in this area is just beginning to be developed).
> 2 = Student's performance is commensurate with year level of training; competency is typical of a student who has completed 1-2 core rotations (or several outpatient therapy cases) and is on track.
> 3 = Student's performance is commensurate with year level of training; competency is typical of a student who has completed 3 core rotations (or many outpatient therapy cases) and is on track.
> 4 = Student's performance is commensurate with that of a student who completed the Core Assessment Practicum or a year of outpatient therapy cases.
> 5 = Student is at a professional or near-professional level; competency is beyond the level typically associated within this area has been achieved and the STUDENT IS READY FOR INTERNSHIP.
> 6= = Not Able to Rate

Exam Policy
There are no exams for this course.

Policy Related to Make Up Exams or Other Work
There are no specific policies related to make up of work. You are expected to attend scheduled individual and/or group supervisions as determined by specific clinic. Clear and timely communication of absences to individual supervisor is expected.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Clinical Leave Notification Policies
Once clinical practicum begins, the model of semesters with breaks in between no longer applies. Professional patient care responsibilities require advance planning to facilitate continuity of care. Students must communicate planned leave with as much notice as possible. Students are strongly encouraged to discuss with clinical supervisors any known leave requests at the beginning of each clinical rotation. Students should provide 2 months advance note of leave request to program director and clinical supervisors whenever possible, although illness and emergencies often allow for much shorter lead time. In situations of illness or an emergency, the students should contact their supervisor and/or the program direct as soon as possible to notify them of the student's absence for clinic.

Policy Related to Required Class Attendance

Practicum Length. This practicum is expected to be completed for the entire summer semester; however, exceptions may be granted with the approval of the supervisor and the Director of the Master's Training Program.

Please always consult the official UF Academic Calendar to determine the date that classes begin each semester. Please note that practicum dates do not coincide with the actual length of the UF defined semester. Rotations typical begin and end:

Summer Semester
1. Begins: The Monday of the 2nd week in May. Note that practicum may begin before classes begin.
2. Ends: The second Friday in August. Please not that the end date does not coincide with the end of the semester.

ACADEMIC POLICIES & RESOURCES

Information about University Academic Policies and Resources.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
You are expected to adhere to all professional standards during your time on clinic and in supervisory relationships.

Communications Guidelines
Clear, timely, and appropriate communication to individual supervisors of absences and other clinic-related questions is expected.

PHHP Student Resources
PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources.

Students can learn more about UPTurn as well as request an appointment.

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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 Center for Inclusion & Multicultural Engagement website: www.multicultural.ufl.edu

Course|New for request 22273

Info

Request: CLP 6XXX Advanced Psychotherapy Skills for Clinical Masters
Description of request: The College of Public Health and Health Professions requests to create new course CLP 6XXX Advanced Psychotherapy Skills for Clinical Masters.

Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 12:21:12 PM
Form version: 6

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Advanced Psychotherapy Skills for Clinical Masters
Transcript Title Adv Psych Skills: Clin Mstrs
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 2

S/U Only? No
Contact Type Regularly Scheduled
Course Type Seminar
Weekly Contact Hours 2
Course Description Builds intervention skills for second-year Clinical and Health Psychology master's students treating complex cases. Students deepen diagnostic, case conceptualization, and management competencies, assessed through discussion questions, ABPP-style presentations, and case studies. Completion of prior psychotherapy courses is required.
Prerequisites Admission into PBH_PHD or PBH_MA or with instructor approval & ((the completion of CLP 6XXX Introduction to Psychotherapy Theory and Practice for Clinical Masters) & (CLP 6XXX Psychotherapy for Clinical Masters)).
Co-requisites n/a
Rationale for Placement in the Curriculum Graduates of the UF CHP Terminal Master program in clinical psychology are expected to become licensed practitioners in their future positions. They are also expected to be aware of common theoretical orientations and practices, to help them become fully competent practitioners, and develop skills to understand and utilize research related to evidenced based practice. Dedication to the tasks of this course will prepare our students for that role in graduate school and throughout their careers.
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: CLP6XXX
Advanced Psychotherapy Skills for Clinical Masters (2 credit hours)
Semester: Fall, 2028
Course occurs on once per week for roughly 2 hours each day
Delivery Format: *[On-Campus]*
Course Website or E-Learning *if applicable : TBD*

Instructor Name: David M. Janicke, PhD, ABPP
Room Number: HPNP Building #3135
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu
Office Hours: Thursday 11am to noon
Teaching Assistants: None
Preferred Course Communications: Email

Prerequisites
Admission into any graduate program in the Clinical and Health Psychology department at the University of Florida, with instructor approval and the completion of CLP 6XXX Introduction to Psychotherapy Theory and Practice for Clinical Masters and CLP 6XXX Psychotherapy for Clinical Masters.

PURPOSE AND OUTCOME

Course Overview
Builds intervention skills for second-year Clinical and Health Psychology master's students treating complex cases. Students deepen diagnostic, case conceptualization, and management competencies, assessed through discussion questions, ABPP-style presentations, and case studies. Completion of prior psychotherapy courses is required.

Relation to Program Outcomes
Graduates of the UF CHP Terminal Master program in clinical psychology are expected to become licensed practitioners in their future positions. They are also expected to be aware of common theoretical orientations and practices, to help them become fully competent practitioners, and develop skills to understand and utilize research related to evidenced based practice. Dedication to the tasks of this course will prepare our students for that role in graduate school and throughout their careers.

Course Objectives and/or Goals

Upon successful completion of the course, students should be able to:

1.0 Describe the importance of clinical competencies and how expectations for competency increase through levels of training and professional development.
2.0 Formulate a treatment plan and assess for progress over the course of treatment.
3.0 Describe and effectively communicate a treatment plan to patients, their family members, and treatment teams.
4.0 Identify and problem-solve common diagnostic challenges and describe how they may impact therapy process and outcomes.
5.0 Identify and describe advanced psychotherapeutic and case management skills (e.g., managing expressed emotion, anger, using confrontation and challenging, managing crisis and risk) and discuss how to apply them in health service psychology practice.

6.0 Describe how process issues and patient characteristics may affect the implementation of evidence-based treatments for children, adolescents, and adults.

7.0 Recognize process issues and barriers that may impact treatment and demonstrate how to integrate that knowledge during treatment sessions.

8.0 Recognize signs of therapist and patient burnout, and methods of introspection to increase awareness, and strategies to manage burnout.

9.0 Practice a peer supervisory role by providing constructive feedback to other students regarding their therapy cases.

10.0 Present a therapy case (video presentation, written case study) in the manner required for board certification by the American Board of Professional Psychology.

Instructional Methods

Primary teaching methods include classroom-based instruction and process-oriented discussion and dialogue.

DESCRIPTION OF COURSE CONTENT
Topical Outline/Course Schedule

Day	Topic	Required Readings
Wk 1	a. Syllabus and course review b. Review of students' advanced therapy goals c. Competency Models	• Course syllabus review • France et al. (2008). Application of the competency model to clinical health psychology. *Professional Psychology: Research and Practice*, *39*(6), 573. • Jackson et al (2012). Application of the competency cube model to clinical child psychology. *Professional Psychology: Research & Practice, 43*, 432-441.
Wk 2	a. Case formulation and treatment planning b. AABP presentation format and guidelines **c. Discussion questions due**	• Christon et al (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. *Cognitive and Behavioral Practice, 22*, 36-48. • Biopsychosocial model and Case Formulation: https://www.psychdb.com/teaching/biopsychosocial-case-formulation#diagnosis-versus-formulation • Jongsma Jr, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner*. John Wiley & Sons.
Wk 3	a. Communicating treatment plans to families **b. Discussion questions due**	• Foa et al (2012). Session 1: Treatment planning part I. *Exposure and response (ritual) prevention for obsessive-compulsive disorder: Therapist guide.* (pp. 67-78). New York: Oxford University Press. • Nock & Ferriter (2005). Parent management of attendance and adherence in child and adolescent therapy: A conceptual and empirical review. *Clinical Child and Family Psychology Review, 8*, 149-166. • Wampold, B. E. (2011). Qualities and actions of effective therapists. *American Psychological Association Education Directorate.* Retrieved from http://www.apa.org/education/ce/effective-therapists.pdf

Wk 4	c. Culturally competent practice & Cultural humility d. **Discussion questions due**	• Cultural Formulation Interview (PDF) • Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice, 40*, 354-360. • Hays, P. A. (2016). Essential therapist knowledge and qualities. *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy* (3rd ed., 19-37). American Psychological Association. • Hook, J. N., Davis, D., Owen, J., & DeBlaere, C. (2017). Exploring your cultural identity. *Cultural Humility: Engaging Diverse Identities in Therapy* (pp. 43-64). American Psychological Association.
Wk 5	a. Utilizing supervision effectively b. **Discussion questions due**	•Falender, C. A. & Shafranske, E. P. (2004). What makes for good supervision? In Clinical supervision: A competency-based approach (pp. 37-58). Washington, DC: American Psychological Association • Falender et al (2013). Multicultural Clinical Supervision and Benchmarks: Empirical Support Informing Practice and Supervisor Training. *The Counseling Psychologist, 41*(1), 8-27. https://doi.org/10.1177/0011000012438417 • American Psychological Association. (2025). Guidelines for clinical supervision in health service psychology. https://www.apa.org/about/policy/guidelines-supervision-revised.pdf • Smith, K. L. (2009). A brief summary of supervision models. *Retrieved from https://www.marquette.edu/education/graduate/documents/brief-summary-of-supervision-models.pdf on 8/17/2025.*
Wk 6	a. Managing expressed emotion/emotional dysregulation b. Managing the angry patient a. **Discussion questions due**	• Linehan, M. (2014). *DBT: Skills training manual*. Guilford Publications (Chapter 10; also see worksheets). • Peluso, P. R., & Freund, R. R. (2018). Therapist and client emotional expression and psychotherapy outcomes: A meta-analysis. *Psychotherapy (Chic), 55*(4), 461-472. https://doi.org/10.1037/pst0000165 •Palmieri et al (2022). Emotion Regulation in Psychodynamic and Cognitive-Behavioural Therapy: An Integrative Perspective. Clin Neuropsychiatry, 19(2), 103-113. https://doi.org/10.36131/cnfioritieditore20220204
Wk 7	a. Using session process as a therapeutic tool (Part 1) b. **Discussion questions due**	•https://www.earlycareertherapists.com/content-vs-process •Hayes & Hoffman (2021). "Third-wave" cognitive and behavioral therapies and the emergence of a process-based approach to intervention in psychiatry, *World Psychiatry, 20,* 363-375.

Wk 8	a. Using session process as a therapeutic tool (Part 2) b. **Discussion questions due**	• Weisz et al (2021). Process-based and principle-guide approaches in youth psychotherapy *World Psychiatry, 20,* 378-380. •Shirk & Karver (2006). Process issues in CBT for youth. In Kendall (eds). Child & Adolescent Therapy; pp 465-491
Wk 9	a. Termination b. Handling cancelations/no show c. **Discussion questions due**	• Jakobsons, et al (2007). When are clients ready to terminate? *Cognitive and Behavioral Practice, 14,* 218-230. •Vasquez, et al. (2008). Psychotherapy termination: Clinical and ethical responsibilities. *Journal of Clinical Psychology:* 64, 653-665. •Dantas et al. (2018). No-shows in appointment scheduling - a systematic literature review. *Health Policy*, *122*(4), 412-421. https://doi.org/10.1016/j.healthpol.2018.02.002
Wk 10	a. Building and maintaining effective limits and boundaries b. Identifying and managing counter-transference **c. Discussion questions due**	• Pope & Keith-Spiegel (2008). A practical approach to boundaries in psychotherapy – making decisions, bypassing blunders & mending fences. *J Clin Psychol, 64,* 638-652. • Hayes et al (2018). Countertransference management and effective psychotherapy – meta-analytic findings. *Psychotherapy, 55,* 496-507. •Rasic (2010). Countertransference in child and adolescent psychiatry – a forgotten concept.
Wk 11	a. Managing crises and suicide risk **b. Discussion questions due**	• Helms & Prinstein (2014). Risk assessment & decision making regarding imminent suicidality in pediatric settings. *Clinical Practice in Pediatric Psych.* • Czyz et al (2018).Motivational interviewing – Enhancing safety planning for adolescents at high suicide risk. *Journal of Clinical Child & Adol Psych*
Wk 12	a. Group Therapy Practices b. **Discussion questions due**	• Burglingame (2017). Small Group Process and Outcome Research Highlights: A 25-Year Perspective •Rosendahl et al (2021). Recent Developments in Group Psychotherapy Research • McGarvia (2024). Group Therapy: how to Provide Effective Treatment https://positivepsychology.com/group-therapy/ • American Psychological Association (2022). A group therapy approach is helping practitioners tackle the nation's mental health crisis. https://www.apa.org/monitor/2022/11/group-therapy-first
Wk 13	a. Ethical decision making in therapy b. **Discussion questions due**	• Barnett (2019). The ethical practice of psychotherapy: Clearly within our reach. • Fehr, Hazen, & Nielsen (2017). Ethical decision making for psychology trainees in the clinical practice setting: Case examples and practical solutions for trainees and supervisors.

			• Knapp, S., VandeCreek, L., & Fingerhut, R. (2017). Practical ethics in the digital age.
Wk 14	a. Therapist and Patient Burnout b. Compassion Fatigue c. **Discussion questions due**		• Kotera et al (2021). Burnout in Professional Psychotherapists: Relationships with Self-Compassion, Work-Life Balance, and Telepressure. • Knapp et al (2017). Enhancing professionalism through self-care in professional psychology. • APA (2022). Are you experiencing compassion fatigue? https://www.apa.org/topics/covid-19/compassion-fatigue
Wk 15	Exam		

Course Materials TEXTBOOKS: (AVAILABLE AT UF BOOKSTORE)

Required:

Comprehensive Textbook of Psychotherapy: Theory and Practice (2nd Edition). by Andrés J. Consoli, Larry E. Beutler, and Bruce Bongar. Oxford University Press. (2016). ISBN: 9780199358014

Required Manuscripts / Documents:

•American Psychological Association – APA (2006). *Evidence-based practice in psychology*. *American Psychologist, 61,* 271–285.
• American Psychological Association (2022). Are you experiencing compassion fatigue.
https://www.apa.org/topics/covid-19/compassion-fatigue
• American Psychological Association (2022). A group therapy approach is helping practitioners tackle the nation's mental health crisis.
https://www.apa.org/monitor/2022/11/group-therapy-first
•Barnett (2019). The ethical practice of psychotherapy: Clearly within our reach. *Psychotherapy (Chic), 56,* 431-440.
•Burglingame (2017). Small Group Process and Outcome Research Highlights: A 25-Year Perspective. *International Journal of Group Psychotherapy, 67*, S194-S218.
•Bogucki et al (2022). Clinical health psychology in healthcare: Psychology's contributions to the medical team. *Journal of Interprofessional Education & Practice, 29.*
•Fehr, Hazen, & Nielsen (2017). Ethical decision making for psychology trainees in the clinical practice setting: Case examples and practical solutions for trainees and supervisors.
•Gaskell et al (2022). The Effectiveness of Psychological Interventions Delivered in Routine Practice: Systematic Review and Meta-analysis. *Adm Policy Ment Health; 50*(1), 43-57.
•Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and Commitment Therapy* (Ch. 1).
•Hofmann, S. G., et al. (2012). The efficacy of cognitive behavioral therapy: A review. *Cognitive Therapy and Research, 36,* 427–440.
•Kazdin, A. E., & Rabbitt, S. M. (2013). *Novel models for delivering mental health services*. *Clinical Psychological Science, 1*(2), 170–191.
•Knapp, S., Gottlieb, M. C., & Handelsman, M. M. (2017). "Enhancing professionalism through self-care in professional psychology." *Professional Psychology: Research and Practice, 48*(5), 329–336.
•Knapp, S., VandeCreek, L., & Fingerhut, R. (2017). "Practical ethics in the digital age." *Professional Psychology: Research and Practice, 48*(3), 167–172.
•Kotera et al (2021). Burnout in Professional Psychotherapists: Relationships with Self-Compassion, Work-Life Balance, and Telepressure. Int J Environ Res Public Health, 18(10):5308. doi: 10.3390/ijerph18105308.
• McGarvia (2024). Group Therapy: how to Provide Effective Treatment https://positivepsychology.com/group-therapy/
•Nichols, M. P. (2018). Family Therapy: Concepts and Methods (Ch. 1).
•Norcross, J. C., & Lambert, M. J. (2018). *Psychotherapy in the digital age*.

•Öst, L.-G. (2008). Efficacy of the third wave of behavioral therapies: A systematic review and meta-analysis. *Behaviour Research and Therapy, 46*(3), 296–321.
•Rizvi et al (2024). The State of the Science: Dialectical Behavior Therapy. *Behavior Therapy, 55,* 1233-1248.
•Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology, 21*, 95–103.
•Rosendahl et al (2021). Recent Developments in Group Psychotherapy Research. *American Journal of Psychotherapy , 74* (2), 52-59.
•Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. American Psychologist, 65(2), 98–109.
•Watkins et al (2019). Multicultural Orientation in Psychotherapy Supervision: Cultural Humility, Cultural Comfort, and Cultural Opportunities. *American Journal of Psychotherapy, 72* (2).

 VIDEO
•Video by Jo Nash (2022)
https://positivepsychology.com/behavior-therapy/?utm_source=chatgpt.com

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Discussion Questions (25 Total Points)**

   Readings for each topic will be provided by the instructors. Students are asked to submit a discussion question for each class with assigned readings. Discussion questions will be evaluated for depth of comprehension, integration of information with course content, and likelihood of eliciting meaningful class discussion. Please submit your weekly discussion question through Canvas. Discussion questions are due by noon the day before class to allow for integration into the upcoming class discussion. The scoring rubric is as follows:

   3 pts (Level 3)
   • Question builds upon concepts and ideas from assigned course content by introducing relevant new information about the topic
   • Question is likely to elicit responses that reveal the analysis of relationships between concepts, real world situations, or value to practice
   • Question is likely to prompt others into a synthesis of ideas or the generation of a novel solution
   • Question is likely to prompt others to self-reflect upon their beliefs and perceptions related to the topic

   2 pts (Level 2)
   • Question fully integrates concepts and ideas from assigned course content
   • Question is likely to elicit responses that reveal the comprehension of ideas or the application of concepts
   • Question is likely to prompt others into meaningful conversation through a personal or professional connection

   1 pts (Level 1)
   • Question demonstrates some integration of relevant concepts and ideas
   • Question aligns topically to assigned course content
   • Question is not likely to elicit responses that reveal the comprehension of ideas or the application of concepts

   0 pts - No work submitted or submission is not relevant to the readings for the week.

2. **Class Participation (Discussions) (15 Total Points)**

Participation in Class Discussion & Activities: Students are expected to participate in classroom discussions and in-class activities. Instructors will observe and evaluate the quality of each student's participation in these activities. Performance in the role-play exercises will be evaluated by performance rubric (listed below), scores will be recorded in Canvas.

Criteria	Exemplary (4 Points)	Proficient (3 Points)	Developing (2 Points)	Beginning (1-0 Points)
Preparation (4 Points)	Consistently arrives prepared, having completed all assigned materials and developed thoughtful responses or analysis.	Arrives prepared for most sessions, having completed assigned materials to offer general comments.	Sometimes arrives unprepared, and comments reflect a lack of engagement with assigned content.	Consistently unprepared for class; comments indicate a lack of engagement with course materials.
Quality of Contributions (4 Points)	Contributions are insightful, evidence-based, and advance the discussion by synthesizing information or developing new approaches.	Contributions are relevant and factually correct, offering interpretation and analysis.	Comments are occasionally general or tangential to the topic, offering basic information without elaboration.	Comments are rarely relevant, off-topic, or factually incorrect.
Frequency & Initiative (4 Points)	Proactively initiates discussion, asks high-quality questions, and contributes multiple times per class without prompting.	Contributes voluntarily on occasion and responds thoughtfully when called upon.	Rarely initiates comments and generally only participates when prompted by the instructor.	Never or rarely contributes to the discussion and fails to respond to direct questions.
Listening & Respect for Peers (3 Points)	**(3 pts)** Consistently attentive, building on others' remarks and encouraging diverse viewpoints in a respectful manner.	**(2 pts)** Mostly attentive, listening to peers and occasionally building on their comments.	**(1 pt)** Often distracted, may occasionally interrupt or be dismissive of others' ideas, requiring reminders for civil behavior.	**(0 pts)** Frequently inattentive or disruptive, dominating the conversation or showing a lack of courtesy towards others.

3. **Reflective Essay (20 Total Points) - Due at the beginning of Week 7**

Students will submit a Reflective Essay (1500-1800) words describing the key strengths and desired areas of improvement as a therapist, and their goals for learning goals for the remainder of the class. Students should provide justification for their goals (how important in the future with regards to their future long-term career goals) and gives examples from training as to when knowledge or skills in these areas would have been helpful. Finally, the student should outline how they will use supervision to help improve in the stated areas.

Criteria	Excellent (A) (Full Points)	Satisfactory (B–C) (Partial Points)	Needs Improvement (D–F) (Few/No Points)
1. Self-Assessment of Strengths and Areas for Growth *(4 pts)*	Insightful, balanced, and self-aware reflection. Demonstrates deep understanding of current abilities.	Addresses both strengths and weaknesses, but lacks depth or clarity in places.	Superficial, vague, or missing analysis.
2. Clarity and Justification of Learning Goals *(4 pts)*	Goals are clear, relevant, and well justified in terms of long-term career plans.	Goals are somewhat clear; justification is present but underdeveloped.	Goals are vague, unjustified, or missing.
3. Use of Examples from Training *(4 pts)*	Strong, relevant examples clearly illustrate when targeted skills/knowledge would have been helpful.	Examples are present but may lack detail or full relevance.	Examples are missing or not clearly tied to learning goals.
4. Plan for Using Supervision *(4 pts)*	Provides a clear, thoughtful, and realistic plan to use supervision for growth.	Basic or general plan for using supervision; may lack specificity.	Vague, unrealistic, or missing plan for supervision.
5. Writing Quality, Organization, and Mechanics *(4 pts)*	Clear, well-organized writing with minimal or no grammar/spelling errors; meets word count.	Understandable writing with minor errors or structural issues.	Disorganized, error-prone, or significantly off word count.

4. **ABPP Presentation (40 Total Points)**
   The final exam will consist of a formal one-on-one case presentation delivered in American Board of Professional Psychology (ABPP) style with the course instructor. This will include two parts: (1) a formal presentation to the class and (2) a written case study.

   a. **Formal Presentation (15 points)**
      Each student will have a maximum 15 minutes to present. The formal presentation should include the following information, with points available for section.

      1. Contact dates & current session number in total sequence (1 pts)
      2. Descriptive information & Brief history (2 pts)
      3. Case conceptualization and discussion of problem(s) (2 pts)
      4. Presenting problem(s) & Diagnoses (2 pts)
      5. Treatment Plan (2 pts)

6. Goals & Rationale for interventions(s) utilized in the session presented (2 pts)
7. Progress note detailing session (2 pts)
8. Reflection of your behavior and/or reaction in the session (2 pts)

   b. **Written Case Study (25 points)**
   The written case study should include the following information in ≤ 1,500 words. The points available for each section are also listed directly below:

1. Contact dates & current session number in total sequence (1 pts)
2. Descriptive information & brief history (3 pts)
3. Case conceptualization and discussion of problem(s) (4 pts)
4. Presenting problem(s) & Diagnoses (3 pts)
5. Treatment Plan (4 pts)
6. Goals & Rationale for interventions(s) utilized in the session presented. (3 pts)
7. Progress note detailing session (3 pts)
8. Reflection of your behavior and/or reaction in the session (4 pts)

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Submission of Weekly Discussions Questions	12pm the day before class	25%
Class Participation	Across Entire Course	15%
Reflective Essay	Start of week 7	20%
Presentation of formal Case study to instructor psychotherapy session video of and write a case study in the format required for ABPP certification in Clinical Child and Adolescent Psychology	Finals Week	15%
Write-up for Formal Case presentation	Finals Week	25%

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.

In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades. [Only include if applicable; This does not apply to graduate level courses. Please remove if the course is 5XXX or above.]

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 may be found on the UF grading policy

Exam Policy
There are no exams in this class.

Policy Related to Make Up Exams or Other Work
Each student can miss one in class quiz with no penalty. Beyond that, students must make arrangement to complete a make-up quiz or assignment within one week of the missed quiz (unless otherwise agreed to by the course instructor).

Make-up exams will not be given unless an appropriate and verifiable excuse is provided (see UF policy for excused absences below). It is the students' responsibility to contact the instructor by e-mail prior to missing the scheduled exam. Requests must be turned into the instructor within one week of the scheduled exam date. Students who miss an exam but have an approved excuse must also make arrangements within one week of the original exam date. In the absence of an approved excuse, a missed exam will result in zero points.

Assignments are due by the date and time specified by the instructor. If a student misses a deadline without a valid reason that aligns with UF policy, then the assignment is considered late or missing. Each day late will result in 10% loss of points on the assignment.

Course Policy Related to Required Class Attendance
Students are expected to arrive on time to class meetings and remain throughout the scheduled class time. If you arrive more than 10 minutes late this will be considered an absence. Attendance of class is mandatory. Three or more unexcused absences will result in failure of the course. Missed classes due to illness will require demonstration of making up missed work and experiences. If students must be absent, it is expected they will contact the instructor as soon as possible and be responsible for any missed material. Students who miss lectures are expected to acquire lecture notes from other students who attended.

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If you must miss a class because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the date when you will be absent. Please note that all faculty are bound by the UF policy for excused absences.

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set up alternative arrangements. You must provide clear evidence that you have made up any and all work and training experiences that you missed.

ACADEMIC POLICIES & RESOURCES

Information about University Academic Policies and Resources.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
You are expected to complete all required reading before class and be well prepared to participate actively in live discussions of the reading material. You are responsible for demonstrating your understanding (or lack thereof) of the material via comments that you initiate. Critical comments are welcome as long as they contribute to open ongoing respectful discussion.

Unless otherwise instructed, please refrain from excessive use of tablets, laptops, cell phones or any other electronic devices while participating in class as it can become distracting and inconsiderate of other students and the instructor. Please do not arrive late to class as it is distracting and inconsiderate of others.

Communications Guidelines
I appreciate and encourage questions about the lecture material and contributions of your own knowledge about the subject during class. For a successful course, it is essential that an atmosphere of respect is maintained. It is

important that you treat everyone in the classroom with respect and allow them a place to speak. It is perfectly fine to express how strongly you feel about something, but you must allow others this same opportunity, and you must be respectful and sensitive to others' views when expressing your own. If there is ever a time when you feel I have not given you, the class, or the topic that level of respect and sensitivity, please let me know. These standards for respectful communication apply to all email, discussion posts or other class communication.

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources.

Students can learn more about UPTurn as well as request an appointment.

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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."

Course|New for request 22289

Info

Request: CLP 6XXX Clinical Practicum for Clinical Masters
Description of request: The College of Public Health and Health Professions requests to create new course CLP 6XXX Clinical Practicum for Clinical Masters.
Submitter: April Oneal aprilonea3@ufl.edu
Created: 12/16/2025 12:25:41 PM
Form version: 7

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Clinical Practicum for Clinical Masters
Transcript Title Clinical Practicum: Clin Mstrs
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? Yes
Multiple Offerings in a Single Semester No
If repeatable, # total repeatable credit allowed 2
Amount of Credit 2

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Internship
Weekly Contact Hours 2
Course Description Builds intervention skills for second-year Clinical and Health Psychology master's students treating complex cases. Students deepen diagnostic, case conceptualization, and management competencies, assessed through discussion questions, ABPP-style presentations, and case studies. Completion of prior psychotherapy courses is required.

Prerequisites Admission into PBH_PHD or PBH_MA or with instructor approval & the completion of CLP 6XXX Introduction to Practicum for Clinical Masters.
Co-requisites n/a
Rationale for Placement in the Curriculum This practicum in clinical psychology relates to the development of assessment and intervention related clinical services. More specifically, Profession Wide Competencies (both foundational and functional competencies) and Discipline Specific Knowledge, particularly Communication and Interpersonal Skills, as defined by the American Psychological Association's Competency Benchmarks in Professional Psychology.

Foundational competencies: professionalism, individual and cultural diversity, ethical legal standards and policies, professional
values and attitudes, and communication and interpersonal skills.

Functional competencies: assessment, intervention, supervision, evidenced-based practice, and management-administration.
Syllabus Content Requirements All Items Included

<div align="center">

University of Florida
College of Public Health & Health Professions Syllabus
CLP 6XXX: Clinical Practicum for Clinical Masters
(two credit hours)
Semester: Fall & Spring
Delivery Format: On-Campus

</div>

Instructor Name: David M. Janicke, PhD, ABPP
Room Number: Per individual supervisor
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu; DCT@phhp.ufl.edu
Office Hours: Per individual supervisor
Preferred Course Communications: email thought may also vary per individual supervisor.
Prerequisites: Admitted into any graduate program within the Clinical and Health Psychology department at the University of Florida, or with instructor approval, and completion of CLP 6XXX – Introduction to Practicum for Clinical Masters.

PURPOSE AND OUTCOME

Course Overview
Offers 4th and 5th semester master's students supervised clinical practicum placements to apply evidence-based therapeutic skills, with individualized supervision schedules set by each trainee and licensed psychologist.

Relation to Program Outcomes
This practicum in clinical psychology relates to the development of assessment and intervention related clinical services. More specifically, Profession Wide Competencies (both foundational and functional competencies) and Discipline Specific Knowledge, particularly Communication and Interpersonal Skills, as defined by the American Psychological Association's Competency Benchmarks in Professional Psychology.

> **Foundational competencies:** professionalism, individual and cultural diversity, ethical legal standards and policies, professional values and attitudes, and communication and interpersonal skills
> **Functional competencies:** assessment, intervention, supervision, evidenced-based practice, and management-administration.

Course Objectives and/or Goals
The Clinical Master's Practicum 1 is designed to develop a range of clinical skills and competencies in health service psychology under close supervision of a licensed psychologist:

1. Ethical and Legal Standards: Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct, as well as beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting.
2. Individual and Cultural Diversity: Displays awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics. Articulates dimensions of diversity (e.g., race, gender, sexual orientation) and how ethnic group values influence who one is and how one relates to other people. Articulates beginning understanding of the way culture and context are a consideration in working with clients.
3. Professional Values and Attitudes: Conduct self in a professional manner at all times. Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct.

4. Communication and Interpersonal Skills: Form and maintain productive and respectful relationships with patients, administrative staff, peers, supervisors, and professionals from other disciplines. Communicate clearly using verbal, nonverbal, and written skills in a professional context.
5. Evidence-Based Practice: Demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology, as well as basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications.
6. Assessment: Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam).
7. Supervision: Demonstrates awareness of the need to base diagnoses and assessment on multiple sources of information. Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing.
8. Management/Administration: Demonstrate knowledge of, and ability to function within, professional settings and organizations, including compliance with clinic and department policies and procedures.
9. Supervision: Demonstrates basic knowledge of expectations for supervision and demonstrates knowledge of the process of supervision.

Instructional Methods

Students will engage in supervised clinical activities at their assigned practicum site under the direction of a licensed psychologist, including discussion of therapy cases and review of didactics materials that to presenting problems of patients seen in clinic. Trainees are expected to attend all scheduled clinic days, prepare for patient encounters through appropriate chart review and case formulation, and complete required documentation in a timely and professional manner. Students must actively participate in individual and/or group supervision, come prepared to discuss cases, and integrate supervisory feedback into clinical practice. All clinical work should be conducted in accordance with APA Ethical Principles, relevant legal standards, and clinic policies and procedures. Students should expect to engage in 1 to 2 hours of supervision per week, and between 6 to 8 hours of direct clinical care per week.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic
1	Attend weekly clinic day; see supervisor patient assignments
2	Attend weekly clinic day; see supervisor patient assignments
3	Attend weekly clinic day; see supervisor patient assignments
4	Attend weekly clinic day; see supervisor patient assignments
5	Attend weekly clinic day; see supervisor patient assignments
6	Attend weekly clinic day; see supervisor patient assignments
7	Attend weekly clinic day; see supervisor patient assignments
8	Attend weekly clinic day; see supervisor patient assignments
9	Attend weekly clinic day; see supervisor patient assignments
10	Attend weekly clinic day; see supervisor patient assignments
11	Attend weekly clinic day; see supervisor patient assignments
12	Attend weekly clinic day; see supervisor patient assignments

13	Attend weekly clinic day; see supervisor patient assignments
14	Attend weekly clinic day; see supervisor patient assignments
15	Attend weekly clinic day; see supervisor patient assignments

Course Materials and Technology

Required Textbook: None

Recommended Readings:

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787
2. Ethical Principles of Psychologists and Code of Conduct. American Psychological Association.
3. Florida Statutes and Administrative Codes.
4. UF Health Psychology Specialties Clinic Policies and Procedures in TEAMS_CHP Resources_Clinic_Files_Clinic Policies and Procedures: Clinic Policies and Procedures
5. France, C. R., Masters, K. S., Belar, C. D., Kerns, R. D., Klonoff, E. A., Larkin, K. T., Smith, T. W., Suchday, S., & Thorn, B. E. (2008). Application of the competency model to clinical health psychology. *Professional Psychology: Research and Practice*, *39*(6), 573.
6. Stedman, J. M., & Schoenfeld, L. S. (2011). Knowledge competence in clinical and counseling training and readiness for internship. *Journal of clinical psychology*, *67*(1), 1-5. https://doi.org/https://doi.org/10.1002/jclp.20740
7. Jackson et al., (2012). Application of the Competency Cube Model to Clinical Child Psychology. *Professional Psychology: Research and Practice, 43,* 432-441

For technical support for this class, please contact the UF Help Desk
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2

ACADEMIC REQUIREMENTS AND GRADING

Assignments

There is no exam in the course. Required readings/rotation preparation and deadlines for written products determined by individual supervisor as necessitated by clinical population. As part of each practicum experience, students will be expected to engage in a range of activities to prepare for and be successful in clinical care delivery including, but not limited to, medical record review and other case preparation, administration, scoring and interpreting on assessment instruments for therapy intakes, conducting a diagnostic interview, case conceptualization, progress report and intake report writing, engagement in individual, group, or tiered supervision as appropriate**.**

Grading

This course is graded as Satisfactory or Unsatisfactory as determined by supervisor's evaluation of attainment of functional and foundational competencies. Students will be provided feedback throughout the semester and provided formal evaluation at the conclusion of the semester via the Clinical Competency Assessment Tool (CCAT). Students are rated on a scale from 0-5 on 17 dimensions. These dimensions include: (1) Professionalism, (2) Individual and Cultural

Diversity, (3) Ethical Legal Standards and Policy, (4) Reflective Practice/Self-Assessment/Self-Care, (5) Relational, (6) Science, (7), Evidenced-Based Practice, (8) Assessment, (9) Diagnostic/Case Conceptualization Skills, (10) Intervention, (11), Communication about Findings, (12) Consultation, (13) Supervision, (14) Systems, (15) Management/Administration, (16), Advocacy, and (17) Systems Change.

Students must receive a rating a 1 or higher (based on the scale below) on 80% of the 17 rated dimensions (noted above) to receive a grade of S "satisfactory" in the course.

> 0 = Student needs marked improvement in the area to continue acceptable progress in the program; competency is LOWER than the typical 1st semester graduate student.
> 1 = Student's performance is satisfactory but there may be areas in need of improvement; competency is typical of a graduate student who is just beginning a year-long core practicum or a therapy case (i.e., competency in this area is just beginning to be developed).
> 2 = Student's performance is commensurate with year level of training; competency is typical of a student who has completed 1-2 core rotations (or several outpatient therapy cases) and is on track.
> 3 = Student's performance is commensurate with year level of training; competency is typical of a student who has completed 3 core rotations (or many outpatient therapy cases) and is on track.
> 4 = Student's performance is commensurate with that of a student who completed the Core Assessment Practicum or a year of outpatient therapy cases.
> 5 = Student is at a professional or near-professional level; competency is beyond the level typically associated within this area has been achieved and the STUDENT IS READY FOR INTERNSHIP.
> 6= = Not Able to Rate

Any concerns will be discussed with the student. Any Unsatisfactory student evaluations will result in a remediation plan for the student determined by the Master's Program director with input from the supervising and program faculty.

Exam Policy
There are no exams for this course.

Policy Related to Make Up Exams or Other Work
There are no specific policies related to make up of work. You are expected to attend scheduled individual and/or group supervisions as determined by specific clinic. Clear and timely communication of absences to individual supervisor is expected.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Clinical Leave Notification Policies
Once clinical practicum begins, the model of semesters with breaks in between no longer applies. Professional patient care responsibilities require advance planning to facilitate continuity of care. Students must communicate planned leave with as much notice as possible. Students are strongly encouraged to discuss with clinical supervisors any known leave requests at the beginning of each clinical rotation. Students should provide 2 months advance note of leave request to program director and clinical supervisors whenever possible, although illness and emergencies often allow for much shorter lead time. In situations of illness or an emergency, the students should contact their supervisor and/or the program direct as soon as possible to notify them of the student's absence for clinic.

Policy Related to Required Class Attendance

Practicum Length. This practicum is expected to be completed for the entire fall/spring semester; however, exceptions may be granted with the approval of the supervisor and the Director of the Master's Training Program.

Please always consult the official [UF Academic Calendar](#) to determine the date that classes begin each semester. Please note that practicum dates do not coincide with the actual length of the UF defined semester. Rotations typical begin and end:

Fall Semester
1.Fall Begins: The Monday of the 3rd week in August. Note that practicum begins before classes begin, which is typically the Wednesday of the Fall semester.
2.Fall Ends: The day before Christmas Eve (or the Friday before if Christmas falls on the weekend). Not that the end date does not coincide with the end of the semester.

Spring Semester
1.Spring Begins: The Monday of 1st week of January, which is typically the week before spring semester classes begin.
2. Spring Ends: The Friday of the 2nd week in May. Note that the end date does not coincide with the end of the semester.

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:
this is for undergrad only.

Excused absences must be consistent with university policies. Please see the [Graduate Academic Regulations](#) page for more information.

ACADEMIC POLICIES & RESOURCES

Information about University [Academic Policies and Resources](#).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
You are expected to adhere to all professional standards during your time on clinic and in supervisory relationships.

Communications Guidelines
Clear, timely, and appropriate communication to individual supervisors of absences and other clinic-related questions is expected.

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. For more guidance please see this link on [Providing Constructive Feedback.](#)

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources.

Students can learn more about UPTurn as well as request an appointment.

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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 Center for Inclusion & Multicultural Engagement website: www.multicultural.ufl.edu

Course|New for request 22290

Info

Request: CLP 6XXX Introduction to Practicum for Clinical Masters
Description of request: The College of Public Health and Health Professions requests to create new course: CLP6XXX Introduction to Practicum for Clinical Masters.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 12:24:02 PM
Form version: 3

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Introduction to Practicum for Clinical Masters
Transcript Title Intro to Practicum: Clin Mstrs
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? Yes
Multiple Offerings in a Single Semester No
If repeatable, # total repeatable credit allowed 2
Amount of Credit 1

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Internship
Weekly Contact Hours 1
Course Description Provides the opportunity for students in the terminal Master program to gain observational and application experience of evidence-based clinical skills in assessment and intervention. Each trainee will attend weekly group supervision meetings with doctoral students in the Department of Clinical and Health Psychology. Students will also observe an ongoing therapy case from a doctoral student on a weekly basis.
Prerequisites Admission to PBH_MA
Co-requisites n/a
Rationale for Placement in the Curriculum This Introduction to Practicum for Clinical Masters is designed to provide initial exposure to the clinical service delivery and clinical supervision practices, and to begin the development of a range of clinical skills and competencies in health service psychology under close supervision of a licensed psychologist.
Syllabus Content Requirements All Items Included

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University of Florida
College of Public Health & Health Professions Syllabus
CLP6XXX: Introduction to Practicum for Clinical Masters
(one credit hour)
Semester: Spring and Summer 2028
Delivery Format: On-Campus

</div>

Instructor Name: David M. Janicke, PhD
Room Number: HPNP Bldg., #3135
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu
Office Hours: Thursdays, 11am to noon
Preferred Course Communications: email
Prerequisites: Admission to Terminal Master's program in Clinical Psychology

PURPOSE AND OUTCOME

Course Overview
Provides the opportunity for students in the terminal Master program to gain observational and application experience of evidence-based clinical skills in assessment and intervention. Each trainee will attend weekly group supervision meetings with doctoral students in the Department of Clinical and Health Psychology. Students will also observe an ongoing therapy case from a doctoral student on a weekly basis.

Relation to Program Outcomes

Relation to Program Outcomes
Introduction to practicum in clinical psychology relates to the initial development of assessment and intervention related clinical services. More specifically, Profession Wide Competencies (both foundational and functional competencies) and Discipline Specific Knowledge, particularly Communication and Interpersonal Skills, as defined by the American Psychological Association's Competency Benchmarks in Professional Psychology.

> **Foundational competencies:** professionalism, individual and cultural diversity, ethical legal standards and policies, professional values and attitudes, and communication and interpersonal skills
> **Functional competencies:** assessment, intervention, supervision, evidenced-based practice, and management-administration

Course Objectives and/or Goals
This Introduction to Master's Practicum in Clinical Psychology is designed to provide initial exposure to the clinical service delivery and clinical supervision practices, and to begin the development of a range of clinical skills and competencies in health service psychology under close supervision of a licensed psychologist:

1. _Ethical and Legal Standards: Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct, as well as beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting_
2. _Individual and Cultural Diversity: Displays awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics. Articulates dimensions of diversity (e.g., race, gender, sexual orientation) and how ethnic group values influence who one is and how one relates to other people. Articulates beginning understanding of the way culture and context are a consideration in working with clients_

3. _Professional Values and Attitudes:_ Conduct self in a professional manner at all times. Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct
4. _Communication and Interpersonal Skills:_ Form and maintain productive and respectful relationships with patients, administrative staff, peers, supervisors, and professionals from other disciplines. Communicate clearly using verbal, nonverbal, and written skills in a professional context.
5. _Evidence-Based Practice:_ Demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology, as well as basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications
6. _Assessment:_ Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam)
7. _Supervision:_ Demonstrates basic knowledge of expectations for supervision; Demonstrates knowledge of the process of supervision; Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information; Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing

Instructional Methods

Students will engage in group supervised clinical activities under the direction of a licensed psychologist, including discussion of therapy cases from group team members and review of didactics materials that to presenting problems of patients seen in clinic. Trainees are expected to attend all scheduled clinic days, prepare for observation of patient encounters through appropriate chart review and case formulation, and prepare for group supervision meetings. Students must actively participate in group supervision, and come prepared to discuss case they observed.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic
1	Attend weekly supervision meeting; observe weekly therapy case
2	Attend weekly supervision meeting; observe weekly therapy case
3	Attend weekly supervision meeting; observe weekly therapy case
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13	Attend weekly supervision meeting; observe weekly therapy case
14	Attend weekly supervision meeting; observe weekly therapy case
15	Attend weekly supervision meeting; observe weekly therapy case

Course Materials and Technology

Required Textbook: None

Recommended Readings:

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787
2. Ethical Principles of Psychologists and Code of Conduct. American Psychological Association.
3. Florida Statutes and Administrative Codes.
4. UF Health Psychology Specialties Clinic Policies and Procedures in TEAMS_CHP Resources_Clinic_Files_Clinic Policies and Procedures: Clinic Policies and Procedures
5. France, C. R., Masters, K. S., Belar, C. D., Kerns, R. D., Klonoff, E. A., Larkin, K. T., Smith, T. W., Suchday, S., & Thorn, B. E. (2008). Application of the competency model to clinical health psychology. *Professional Psychology: Research and Practice*, *39*(6), 573.
6. Stedman, J. M., & Schoenfeld, L. S. (2011). Knowledge competence in clinical and counseling training and readiness for internship. *Journal of clinical psychology*, *67*(1), 1-5. https://doi.org/https://doi.org/10.1002/jclp.20740
7. Jackson et al., (2012). Application of the Competency Cube Model to Clinical Child Psychology. *Professional Psychology: Research and Practice, 43,* 432-441

For technical support for this class, please contact the UF Help Desk
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Recommended readings/rotation preparation and deadlines for written products determined by individual supervisor as necessitated by clinical population. As part of each practicum experience, students will be expected to engage in a range of activities to prepare for and be successful in clinical care delivery including, but not limited to, medical record review and other case preparation, administration, scoring and interpreting on assessment instruments for therapy intakes, case conceptualization, engagement in individual, group, or tiered supervision as appropriate**.**

Students will be required to give a case conceptualization and presentation at the group supervision meeting at some point during the semester. Feedback will be given on the presentation, but the assignment will not be graded.

Grading

Students will get a point value for class participation based on the rubric below at the end of the semester. The grade will be based on their class participation throughout the semesterc. Students will need a point value equivalent to a B- to receive a "Satisfactory" grade for the class.

Criteria	Exemplary (A, 90–100%)	Proficient (B, 80–89%)	Developing (C, 70–79%)	Needs Improvement (<70%)
Engagement & Contribution (5 pts)	Consistently contributes meaningful, insightful comments; integrates course materials and readings; enhances group learning.	Contributes regularly; relates discussion to readings and course themes; demonstrates preparation.	Occasional participation; comments are brief or only somewhat relevant.	Rarely participates or comments are off-topic.
Active Listening & Responsiveness (3 pts)	Actively listens; responds thoughtfully to peers; builds constructively on others' ideas.	Listens and responds respectfully; engages peers appropriately.	Inconsistently attentive or responsive; limited engagement with peers.	Appears disengaged; interrupts or fails to respect others' contributions.
Professionalism & Collaboration (3 pts)	Demonstrates consistent respect, openness, and collegiality; supports a safe and inclusive discussion environment.	Generally professional and respectful; minor lapses in tone or collaboration.	Occasionally unprofessional tone or limited collaboration.	Disruptive, dismissive, or unprofessional behavior.
Role-Play Participation (4 pts)	Fully engaged; demonstrates self-awareness and application of theory to practice; provides constructive peer feedback.	Participates and applies skills with some connection to theory; offers feedback to peers.	Minimal role-play participation; feedback lacks depth.	Does not participate or undermines learning environment.

Exam Policy

There are no exams for this course.

Policy Related to Make Up Exams or Other Work

There are no specific policies related to make up of work. You are expected to attend scheduled individual and/or group supervisions as determined by specific clinic. Clear and timely communication of absences to individual supervisor is expected.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. 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

Practicum Length. This practicum is expected to be completed for the entire spring and semesters; however, exceptions may be granted with the approval of the supervisor and the Director of the Master's Training Program. The UF Health Psychology Specialties Clinic only closes on UF Holidays, when UF Health closes (e.g., in the event of a hurricane), and December 25 to January 1 (or the corresponding observed holiday) when the entire UF campus closes for the winter holiday break. ***Students are not permitted to see patients when the clinic is officially closed (e.g., when the clinic is closed because of a hurricane) and should never be expected to see patients either through video or in-person.*** In addition, we follow UF policy that allows students to observe the holy days of their faith.

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:

ACADEMIC POLICIES & RESOURCES

Information about University Academic Policies and Resources.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
You are expected to adhere to all professional standards during your time on clinic and in supervisory relationships.

Communications Guidelines
Clear, timely, and appropriate communication to individual supervisors of absences and other clinic-related questions is expected.

PHHP Student Resources
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Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

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Inclusive Learning Environment
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Course|New for request 22291

Info

Request: CLP 6XXX Introduction to Psychotherapy Theory & Practice for Clinical Masters
Description of request: The College of Public Health and Health Professions requests to create new course: CLP 6XXX Introduction to Psychotherapy Theory & Practice for Clinical Masters
Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 11:01:04 AM
Form version: 1

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Introduction to Psychotherapy Theory & Practice for Clinical Masters
Transcript Title Intro Psychother Theory & Prac
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Introduces foundational psychotherapy theories and practices, including therapeutic alliance, major theoretical orientations, and evidence-based practice. Through lectures, readings, discussions and case analysis, students learn to evaluate interventions and integrate clinical skills with research to prepare for licensure and practice in health service settings.
Prerequisites Admission into PBH_PHD or PBH_MS or PBH_MA or with instructor approval
Co-requisites n/a
Rationale for Placement in the Curriculum This course fulfills the Discipline Specific Knowledge requirement for coverage of Intervention and Evidence-Based Practice, as outlined in the American Psychological Association Standards of Accreditation for Health Service Psychology – Master's Programs. It serves as the foundational intervention course for clinical psychology master's students, introducing core psychotherapy theories, therapeutic processes, and culturally responsive practice. Positioned early in the curriculum, it prepares students for advanced clinical coursework, supervised practicum, and eventual licensure by integrating theory, research, and applied skill development.
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
CLP6XXX: Introduction to Practicum for Clinical Masters
(one credit hour)
Semester: Spring and Summer 2028
Delivery Format: On-Campus

Instructor Name: David M. Janicke, PhD
Room Number: HPNP Bldg., #3135
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu
Office Hours: Thursdays, 11am to noon
Preferred Course Communications: email
Prerequisites: Admission to Terminal Master's program in Clinical Psychology

PURPOSE AND OUTCOME

Course Overview
Provides the opportunity for students in the terminal Master program to gain observational and application experience of evidence-based clinical skills in assessment and intervention. Each trainee will attend weekly group supervision meetings with doctoral students in the Department of Clinical and Health Psychology. Students will also observe an ongoing therapy case from a doctoral student on a weekly basis.

Relation to Program Outcomes

Relation to Program Outcomes
Introduction to practicum in clinical psychology relates to the initial development of assessment and intervention related clinical services. More specifically, Profession Wide Competencies (both foundational and functional competencies) and Discipline Specific Knowledge, particularly Communication and Interpersonal Skills, as defined by the American Psychological Association's Competency Benchmarks in Professional Psychology.

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Course Objectives and/or Goals
This Introduction to Master's Practicum in Clinical Psychology is designed to provide initial exposure to the clinical service delivery and clinical supervision practices, and to begin the development of a range of clinical skills and competencies in health service psychology under close supervision of a licensed psychologist:

1. _Ethical and Legal Standards:_ *Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct, as well as beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting*
2. _Individual and Cultural Diversity:_ *Displays awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics. Articulates dimensions of diversity (e.g., race, gender, sexual orientation) and how ethnic group values influence who one is and how one relates to other people. Articulates beginning understanding of the way culture and context are a consideration in working with clients*

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6. _Assessment:_ Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam)
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Course Materials and Technology

Required Textbook: None

Recommended Readings:

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

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Exam Policy

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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:

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You are expected to adhere to all professional standards during your time on clinic and in supervisory relationships.

Communications Guidelines
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1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is <u>NOT</u> a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources.

Students can learn more about UPTurn as well as request an appointment.

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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 Center for Inclusion & Multicultural Engagement website: www.multicultural.ufl.edu

Course|New for request 22315

Info

Request: CLP 6XXX Masters in Clinical Psychology - Capstone
Description of request: The College of Public Health and Health Professions requests to create new course CHP 6XXX: Masters in Clinical Psychology - Capstone.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 12:53:30 PM
Form version: 1

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Masters in Clinical Psychology - Capstone
Transcript Title Clinical Masters Capstone
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 1

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Independent Study
Weekly Contact Hours 1
Course Description Serves as the culminating learning experience for Clinical & Health Psychology Terminal Master's degree program. In this course, through completion of capstone project, students demonstrate a synthesis of foundational and applied clinical competencies. Students, in consultation with their faculty mentor, select a final project/paper appropriate to the student's educational and professional goals. The project serves as the basis of a formally paper and oral presentation.
Prerequisites Successful completion of all required course during semesters 1 – 5 of PBH_MA
Co-requisites n/a
Rationale for Placement in the Curriculum This Capstone project is placed as the end of the curriculum as it is designed for the student to demonstrate integration of knowledge and experiences gained through the course of the terminal masters project.

Syllabus Content Requirements All Items Included

<div align="center">

University of Florida
College of Public Health & Health Professions Syllabus
CHP 6XXX: Masters in Clinical Psychology - Capstone (1 credit hour)
Semester: Summer C 2029
Delivery Format: On Campus

</div>

Instructor Name: David M. Janicke, PhD, ABPP
Room Number: HPNP Bldg, #3135
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ulf.edu
Office Hours: 11am to noon on Thursday
Preferred Course Communications: email

Prerequisites

Successful completion of all required course during semesters 1 – 5 of Clinical Psychology Terminal Masters.

PURPOSE AND OUTCOME

Course Overview

This course serves as the culminating learning experience for Clinical & Health Psychology Terminal Master's degree program. In this course, through completion of capstone project, students demonstrate a synthesis of foundational and applied clinical competencies. Students, in consultation with their faculty mentor, select a final project/paper appropriate to the student's educational and professional goals. The project serves as the basis of a formally paper and oral presentation.

Relation to Program Outcomes

The course is designed to allow review, analyze and discuss a selected topic in general clinical psychology with the goal of contributing to the knowledge base of clinical psychology in research or practice.

Course Objectives and/or Goals

- **Knowledge Integration:** To synthesize and apply theoretical, empirical, and historical knowledge of psychological science and/or practice to a specific project or problem in a real-world context.
- **Critical Thinking and Problem Solving:** To use scientific inquiry and critical analysis to address challenging issues, evaluate information, develop hypotheses, and/or design or propose effective solutions.
- **Professionalism and Ethics:** To understand and apply ethical principles and legal standards as appropriate when conducting research, inquiry, or clinical case review.
- **Communication:** To effectively communicate findings, case material, or proposals in both scholarly written formats (e.g., APA style paper) and professional oral presentations (e.g., poster sessions, case conferences).

Instructional Methods

- The course is centered around the creation of a significant final product (paper and presentation). This is a student-centered, self-directed learning project with the faculty member acting as a mentor, facilitator, and resource person. The student will participate in regular meetings with their faculty mentor that will involve discussions, reflective conversations, and ongoing feedback on the idea, outlines, paper drafts to help the student develop their idea, conduct a review, organize and process their findings, refine their work, and develop a final paper and presentation.

There are no required textbooks for your Capstone Project.

DESCRIPTION OF COURSE CONTENT

Grading
The assignments in this course are graded as Complete/Incomplete or Pass/Fail. If an assignment is graded as incomplete, the faculty mentor will provide the student with feedback and suggested changes. Students are required to review the feedback and make revisions based on suggested changes and resubmit that portion of the paper. Students must submit and receive a "Complete" on all assignments to earn a grade of Satisfactory in the course.

The Final Milestone Paper and Presentation (CHP Masters Student Capstone Presentation Day) is graded as Satisfactory/Unsatisfactory based on the combined score on the final paper and presentation. Students must receive a grade of "Satisfactory" to graduate – this is a UF Graduate School requirement.

*There are a possible 125 points total for the class. The final paper is worth 100 points. The presentation is worth 25 points. To receive a "Satisfactory" in the class, the student must have a combined score on the paper and presentation of 100 points or more. See the grading rubric for the paper and presentation later in the syllabus.

Topical Outline/Course Schedule

Due Date	Requirements & Deliverables	Criteria for Satisfactory Grade
Week 1	Syllabus Quiz due Friday of this week at 5pm	Must get all questions correct to move on to other course modules
Week 2	Submit Capstone Project Proposal to Faculty Mentor. Due Friday of this week at 5pm	**Complete/Incomplete marked by Faculty Mentor** Faculty Mentor gives feedback to the student.
Week 3	No Assignment due this week. Independent work on Capstone project. Check in with Faculty Mentor as needed.	**N/A**
Week 4	Submitted Detailed Outline of Paper to Faculty Mentor. Due Friday of this week at 5pm	**Complete/Incomplete marked by Faculty Mentor** Faculty Mentor gives feedback to the student.
Week 5	No Assignment due this week. Independent work on Capstone project. Check in with Faculty Mentor as needed.	**N/A**
Week 6	Submit First Full Draft of Capstone Paper to Faculty Mentor. Due Friday of this week at 5pm	**Complete/Incomplete marked by Faculty Mentor** Faculty Mentor gives feedback to the student.
Week 7	No Assignment due this week. Independent work on Capstone project. Check in with Faculty Mentor as needed.	**N/A**
Week 8	Submit Second Full Draft of Capstone Paper to Faculty Mentor. Due Friday of this week at 5pm	**Complete/Incomplete marked by Faculty Mentor** Faculty Mentor gives feedback to the student.

Week 9	No Assignment due this week. Independent work on Capstone project. Check in with Faculty Mentor as needed.	N/A
Week 10	Submit Draft of Slides for Capstone Presentation. Due Friday of this week at 5pm	**Complete/Incomplete marked by Faculty Mentor** Faculty Mentor gives feedback to the student.
Week 11	Students deliver final project paper presentation at Capstone Presentation Day. Exact day of week to be determine.	**Complete/Incomplete marked by Coordinator.** Faculty Mentor and/or committee grades using the project presentation rubric provided in canvas site.
Week 12	Capstone Paper Final Due. Due Monday of this week at 5pm	**Submit FINAL DRAFT of Capstone Paper to Faculty Mentor.** Faculty Mentor grades using **capstone paper rubric** provided in canvas site.

Course Materials and Technology

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Overview of the Capstone Project

Important Note: Students are strongly advised to begin conceptualizing and working on their project (at least the proposal) the semester prior to taking Capstone.

Each student identifies a paper or project that has a scope of work that can be completed in one semester. The project is allowed (but not required) to be associated with the student's practicums during the second year of training; HOWEVER, the Capstone Project is assessed separately from the practicum.

There are several project drafts and deliverables required throughout the semester. Examples of projects include but are not limited to:

- **Literature, Scoping, or Other Review** that surveys scholarly sources on a specific mental health, health service psychology or clinical psychology issue.

- **Comprehensive Clinical Case Study.** Background information, assessment information, diagnosis, conceptualization, treatment, progress and outcomes, ethical issues, and reflection.

- **Empirical study/ manuscript** using secondary data.*

- **Clinical Psychoeducation or Prevention Program.** Design and plan implementation of a community mental health or prevention workshop (do not necessarily have to implement that program).

- **Create an Evidence-Based Treatment Protocol or Manual.** Create a brief manualized treatment

tailored to a specific clinical population.

*For projects requiring IRB approval, you must have submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project and, therefore, delay your graduation semester.

Assignments & Capstone Project Deliverables

Capstone Project Paper Components
Written papers should be 12-20* double-spaced pages (APA style writing and formatting), *exclusive of title page, table of contents, tables & figures, and references.*

Students must submit their drafts and final paper using the Assignment link on the eLearning "Capstone Project" Canvas assignments.

A variety of outlines and formats for the various papers are provided in another document. A rubric for the paper will be available on canvas.

*The faculty mentor can provide permission for papers to be outside this range. In providing this allowance, consideration should be given to the type of project the student is completing.

Capstone Project Presentation
Students will deliver an oral presentation of their paper to the class members during a prescheduled group meeting(s) during the final two weeks of class. Each student should plan to present for 10 minutes, with an additional 5-minute question and answer session to follow. Short time limits such as these are typical for professional presentations, and students should practice and ensure their presentation falls within the time limit. The time limit will be adhered to strictly. The format of the presentation will vary, based on the format of the paper. Students should discuss presentation format with their Capstone project mentor or program director. A rubric for the presentation will be available on canvas.

GRADING RUBRIC FOR REVIEW OR EMPIRICAL PAPER

Introduction/Literature Review/Significance (20 points max)		
• Background/rationale is clear and coherent • Subject matter is well researched and documented by literature • Theoretical concepts are well defined and integrated as appropriate • Learning objectives and specific aims are well supported by current literature	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned** _____	
Depth of Problem or Project Analysis/Research Methods/Analytic Plan (20 points max)		
• Presented logical analysis of the problem • Methods are clearly described • Analysis/Methods are aligned with learning objectives and specific aims	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned**	

• Variables, targets, measures are thoroughly discussed and align with expected outcomes • Implementation/Exploration is clearly discussed along with expected outcomes • Interpretations are grounded in the literature		

Results/Outcomes and Discussion (20 points max)

• Findings/Outcomes are appropriately documented and summarized • Interpretation of findings/ outcomes is clearly discussed • Findings are clearly connected back to learning objectives and specific aims • Limitations are identified, suggestions for future research/projects are documented	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned** **_____**	

Conclusion (20 points max)

•Justification of the significance of the project and findings/outcomes • Short- and long-term implications are discussed adequately address answer to problem, implications, future directions & limitations	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned** **_____**	

Writing and Content Structure (10 points max)

•Writing is focused and well-organized, with effective use of leading sentences and transitions between paragraphs • No errors or unsupported leaps in content Errors in grammar, spelling, and punctuation are minimal; do not interfere with understanding • Paper is clearly organized using headings that match the Table of Contents	☐ Exceeds all criteria (10 pt max) ☐ Meets all criteria (9 pt max) ☐ Meets w/ minor exceptions (8 pt max) ☐ Meets w/ major exceptions (6-7 pt max) ☐ Does Not Meet Expectations (5 pt max) Total Points earned _____	

Document Structure (all components are included as appropriate) (5 points max)

• Cover page • Introduction: Described the literature and the problem • Methods, Analysis of the problem • Results, Summary of Findings/ Outcomes • Discussion of implications • Conclusion • References	☐ Exceeds all criteria (5 pt max) ☐ Meets all criteria (4 pt max) ☐ Meets w/ minor exceptions (3 pt max) ☐ Meets w/ major exceptions (2 pt max) ☐ Does Not Meet Expectations (1 pt max) **Total Points earned _____**	

References (5 points max)

•Included at least 10 references	☐ Exceeds all criteria (5 pt max) ☐ Meets all criteria (4 pt max)	

• Included peer-reviewed, scientific references or referenced chapters from relevant books • Used appropriate referencing style	☐ Meets w/ minor exceptions (3 pt max) ☐ Meets w/ major exceptions (2 pt max) ☐ Does Not Meet Expectations (1 pt max) **Total Points earned _____**	
Total Points Earned:	**_____ sum out of 100**	

GRADING RUBRIC FOR CASE STUDY

Introduction (15 points max)		
•Dates and number of sessions seen • Relevant Background Demographic Information • Family Members in and professions	☐ Exceeds all criteria (15 pt max) ☐ Meets all criteria (14 pt max) ☐ Meets w/ minor exceptions (13 pt max) ☐ Meets w/ major exceptions (11-12 pt max) ☐ Does Not Meet Expectations (10 pt max) **Total Points earned _____**	
Presenting Problem (15 points max)		
•Current symptoms related to problem •History of symptoms •Family environment	☐ Exceeds all criteria (15 pt max) ☐ Meets all criteria (14 pt max) ☐ Meets w/ minor exceptions (13 pt max) ☐ Meets w/ major exceptions (11-12 pt max) ☐ Does Not Meet Expectations (10 pt max) **Total Points earned _____**	
Case Conceptualization (20 points max)		
• Describing 4 Ps (predisposing, precipitating, perpetuating, and protect factors) •Discuss how factors come together to impact problem	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16-17 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned _____**	
Treatment Plan (15 points max)		
•Describe various elements of treatment plan •Provide justification and rational to support treatment plan • Provide references to support	☐ Exceeds all criteria (15 pt max) ☐ Meets all criteria (14 pt max) ☐ Meets w/ minor exceptions (13 pt max) ☐ Meets w/ major exceptions (11-12 pt max) ☐ Does Not Meet Expectations (10 pt max) **Total Points earned _____**	
Reflection (20 points max)		
•Discuss what worked and what did not in the treatment plan •Modifications made •Things you would do different •Lessons learned	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16-7 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned _____**	
Document Structure (all components are included as appropriate) (5 points max)		
• Cover page • Presenting Problem • Case Conceptualization	☐ Exceeds all criteria (5 pt max) ☐ Meets all criteria (4 pt max)	

• Treatment Plan • Reflection • References	☐ Meets w/ minor exceptions (3 pt max) ☐ Meets w/ major exceptions (2 pt max) ☐ Does Not Meet Expectations (1 pt max) **Total Points earned _____**	

References & Professionalism (10 points max)		
•Included relevant and sufficient references to support treatment. • Used appropriate referencing style •Paper proofed and relatively free to typos and grammar errors • Well organized with good paragraph structure	☐ Exceeds all criteria (10 pt max) ☐ Meets all criteria (9 pt max) ☐ Meets w/ minor exceptions (8 pt max) ☐ Meets w/ major exceptions (7-6 pt max) ☐ Does Not Meet Expectations (5 pt max) **Total Points earned _____**	
Total Points Earned:	**_____ sum out of 100**	

GRADING RUBRIC FOR CLINICAL PSYCHOEDUCATION OR PREVENTION PROGRAM

Introduction/Literature Review/Problem to Address (20 points max)		
• Background/rationale is clear and coherent • Subject matter is well researched and documented by literature • Theoretical concepts are well defined and integrated as appropriate • Presented logical analysis of the problem or gaps in the treatment literature •Missing or poorly designed studies •Concerns with current programs	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned _____**	
Describe Proposed Clinical Psychoeducation Program or Prevention Program (20 points max)		
• Describe target population •Describe modules and elements of the program • Who delivers the intervention • Where is program conducted • How recruit, advertise, enroll population • How training interventions	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned _____**	
Evaluation of Program Outcomes (20 points max)		
•Describe key outcome variables measures	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max)	

•Describe how these variables will be measured •How will you assess treatment fidelity	☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned** _____	
Discussion (20 points max)		
•Describe potential benefits of the program. •Describe potential challenges to training, implementation, participant adoption. •What are potential limitations with the program •How might potential challenges be addressed •Describe potential future directions	☐ Exceeds all criteria (20 pt max) ☐ Meets all criteria (19 pt max) ☐ Meets w/ minor exceptions (18 pt max) ☐ Meets w/ major exceptions (16 pt max) ☐ Does Not Meet Expectations (15 pt max) **Total Points earned** _____	
Writing and Content Structure	**(10 points max)**	
•Writing is focused and well-organized, with effective use of leading sentences and transitions between paragraphs • No errors or unsupported leaps in content Errors in grammar, spelling, and punctuation are minimal; do not interfere with understanding • Paper is clearly organized using headings that match the Table of Contents	☐ Exceeds all criteria (10 pt max) ☐ Meets all criteria (9 pt max) ☐ Meets w/ minor exceptions (8 pt max) ☐ Meets w/ major exceptions (7 pt max) ☐ Does Not Meet Expectations (6 pt max) **Total Points earned** _____	
Document Structure (all components are included as appropriate) (5 points max)		
• Cover page • Introduction: Described the literature and the problem • Program methods • Outcomes Variables Summary of Findings/ Outcomes • Discussion of implications • references	☐ Exceeds all criteria (5 pt max) ☐ Meets all criteria (4 pt max) ☐ Meets w/ minor exceptions (3 pt max) ☐ Meets w/ major exceptions (2 pt max) ☐ Does Not Meet Expectations (1 pt max) **Total Points earned** _____	
References (5 points max)		
•Included at least 10 references • Included peer-reviewed, scientific references or referenced chapters from relevant books • Used appropriate referencing style	☐ Exceeds all criteria (5 pt max) ☐ Meets all criteria (4 pt max) ☐ Meets w/ minor exceptions (3 pt max) ☐ Meets w/ major exceptions (2 pt max) ☐ Does Not Meet Expectations (1 pt max) **Total Points earned** _____	
Total Points Earned:	**_____ sum out of 100**	

CAPSTONE PROJECT GRADING RUBRIC FOR PRESENTATION

Project Content (12 pts)		
•Problem/Topic Definition • Literature Review or Relevant Background Information • Method/Analysis/Treatment • Findings, Conclusions & Implications	☐ Exceeds all criteria (12 pt max) ☐ Meets all criteria (11 pt max) ☐ Meets w/ minor exceptions (10 pt max) ☐ Meets w/ major exceptions (9 pt max) ☐ Does Not Meet Expectations (8 pt max) **Total Points earned _____**	
Presentation Skills & Visual Aids (8 points max)		
•Organization & Flow •Delivery & Engagement •Visual Aids and Materials	☐ Exceeds all criteria (8 pt max) ☐ Meets all criteria (7 pt max) ☐ Meets w/ minor exceptions (6 pt max) ☐ Meets w/ major exceptions (5 pt max) ☐ Does Not Meet Expectations (4 pt max) **Total Points earned _____**	
Response to Questions (5 pts)		
• Describing 4 Ps (predisposing, precipitating, perpetuating, and protect factors) •Discuss how factors come together to impact problem	☐ Exceeds all criteria (5 pt max) ☐ Meets all criteria (4 pt max) ☐ Meets w/ minor exceptions (3 pt max) ☐ Meets w/ major exceptions (2 pt max) ☐ Does Not Meet Expectations (1 pt max) **Total Points earned _____**	
Total Points Earned:	**_____ Out of 25.**	

CLASS POLICIES

Assignment Policy
Be sure to review assignment descriptions carefully and take note of any additional guidance that is given for each assignment. Students are expected to do their best work and to <u>turn in work on time</u>. Some "deadlines" are self-imposed and will be determined by the specific assignment.
- Unless otherwise noted, assignments are due at 11:59 pm on the date indicated.
- If you anticipate submitting an assignment late, please inform your faculty mentor and the course coordinator as quickly as possible.
- Although assignments can be accepted late, delaying completion of an assignment could delay graduation. If it is believed that the student will not be prepared to present for their Capstone Paper on Capstone Presentation Day or submit their Final Capstone paper on the respective due dates, or if they do not pass these final projects, this may delay graduation and lead to delay in graduate until the next semester. Such situations will be handled on a case-by-case basis.

Policy Related to Make up Exams or Other Work
Please review the Assignment Policy for information about make-up work.

Policy Related to AI Use in This Course

When authorized by the course director, students may use AI technologies in the completion of coursework as long as they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is**

considered cheating and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party software you use (e.g. proof-reading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs but does not demonstrate development in your professional practice.

Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk.
UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines

ACADEMIC POLICIES & RESOURCES

Information about University Academic Policies and Resources.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

Communication Guidelines
The best way to communicate with your faculty mentor and program coordinator is email through the UF email system. Please allow up to 48 hours during the work week to respond to your email.

PHHP Student Resources
PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources.

Students can learn more about UPTurn as well as request an appointment.

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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."

Course|New for request 22457

Info

Request: CLP 6XXX Perioperative Brain-Behavior Theory
Description of request: The College of Public Health and Health Professions requests to create new course CLP6XXX: Perioperative Brain-Behavior Theory.
Submitter: April Oneal aprilconeal3@ufl.edu
Created: 1/21/2026 12:27:18 PM
Form version: 1

Responses

Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Perioperative Brain-Behavior Theory
Transcript Title Brain-Behavior Theory
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 2

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 2
Course Description Integrates concepts from neuropsychology, geriatric medicine, anesthesiology, and perioperative medicine. The course includes an overview of brain-behavior concepts, and introduction to the cognitive sequelae of common neurodegenerative disorders, and considerations for rapid delirium assessment in the perioperative environment. The class will demonstrate understanding of how social and structural factors can influence cognitive performance, particularly in older adults.
Prerequisites post-baccalaureate students & GMS 6771

Rationale for Placement in the Curriculum This course will be a requirement of the graduate-level professional Perioperative Cognitive Medicine Certificate. The course provides important information on perioperative cognitive dysfunction, its mechanisms, and clinical significance.
Syllabus Content Requirements All Items Included

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University of Florida
College of Public Health & Health Professions Syllabus
CLP6XXX: Perioperative Brain-Behavior Theory (2 credit hours)
Spring: 2027
Delivery Format: Online, Asynchronous
UF E-Learning: Canvas

</div>

Instructor Name: Catherine Price, PhD, ABPP-CN
Room Number: 1149 Newell Drive, Gainesville, FL 32610
Phone Number: (352) 494-6999
Email Address: cep23@phhp.ufl.edu
Office Hours: One hour per week via Zoom link; Friday 1pm using https://ufl.zoom.us/my/catherineprice
Teaching Assistants: TBD
Preferred Course Communications: UFL Email

Prerequisites

This is a graduate-level course, only post-baccalaureate students will be admitted. Prerequisite courses: Clinical Neuroscience of Aging (GMS6771).

PURPOSE AND OUTCOME

Course Overview

Integrates concepts from neuropsychology, geriatric medicine, anesthesiology, and perioperative medicine. The course includes an overview of brain-behavior concepts, and introduction to the cognitive sequelae of common neurodegenerative disorders, and considerations for rapid delirium assessment in the perioperative environment. The class will demonstrate understanding of how social and structural factors can influence cognitive performance, particularly in older adults.

Relation to Program Outcomes

The course was designed for inclusion in the Perioperative Cognitive Medicine certificate program and is intended for clinicians interested in applying basic concepts of brain-behavior to their practice and for clinical researchers studying perioperative medicine. The lectures will have special discussions on older adult care management in relation to brain health making the course relevant to a broader range of health professionals, particularly in the area of psychology.

Course Objectives and/or Goals

Upon successful completion of the course, students will be able to:

1.0 Define neuropsychological domains
2.0 Demonstrate delirium assessment procedures and basic cognitive screening measures for perioperative settings
3.0 Listpredictors of postoperative cognitive decline and delirium risk
4.0 Apply course concepts to create and deliver a professional research presentation on perioperative cognitive complications
5.0 Identify contextual factors—such as patient background, medical complexity, and environmental influences—that can affect cognitive assessment and interpretation in perioperative settings, and list possible strategies to account for or mitigate some of their influence.

Instructional Methods

The course will be conducted entirely through the online Canvas platform and taken asynchronously. Lecture videos are pre-recorded and will be available for viewing prior to completion of the corresponding assignments. All assignments will be completed, submitted and graded through the Canvas platform. Optional office hours will be held for one hour per week via Zoom.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Due Dates	Topic(s)	Readings	Assignments
1	1/16/2027	Course introduction Syllabus overview Defining neuropsychology, delirium, geriatric medicine, and perioperative medical care in older adults	American College of Surgeons 2019 Recommendations	
2	1/23/2027	The Threshold Theory Diathesis-stress model	Satz, P. (1993) Stern, Y (2009)	
3	1/30/2027	Neuropsychology: Cognitive Domains and basics of brain behavior Cognitive domains at risk	Price, Garvan, Monk (2008) Price (2014) Selnes (2007) Huang (2018)	
4	2/6/2027	Neuropsychology: Test Administration Rules; Reliability and Validity in outpatient and inpatient settings	Selected readings Slide Handouts Block (2017) Lezak (2004)	
5	2/13/2027	Neuropsychology: Cognitive Screeners appropriate for the perioperative setting	Arias (2020) Wiggins (2020)	
6	2/20/2027	Neuropsychology; Post operative cognitive change, assessment, and analysis techniques	Selected Readings Slide Handouts	Choose Presentation Topic
7	2/27/2027	Exam: Test administration for cognitive screeners in a perioperative environment		Midterm Exam
8	3/6/2027	Delirium: What is it, risk factors, short and long-term brain changes; Tests for the assessment of delirium in the hospital	Inouye (1990) Selected PDF Readings Video Training	
9	3/13/2027	SPRING BREAK – NO CLASS		
10	3/20/2027	Frailty, Mood, Anticholinergics, and Fatigue	Beers Panel (2019) Magellan Anticholinergic Risk Scale	
11	3/27/2027	Overview of Neurodegenerative Disorders and risk considerations for perioperative cognitive complications	Reduce the Burden of Dementia Now (2018) Wiggins (2020) Arias (2022)	

Week	Due Dates	Topic(s)	Readings	Assignments
12	4/3/2027	Glymphatic System and the Cerebrovascular System	Tanner (2019) Selected readings	
13	4/10/2027	Biomarkers	Selected Readings	
14	4/17/2027	Multidisciplinary team development needs Case presentations	Arias (2019) Wiggins (2020) Hamlet (2020)	
15	4/24/2027	Exam and Research topic presentation for final examination		Final Exam Research Presentation Due

Course Materials and Technology

Required:

- Computer running Mac iOS 15 or PC Windows 11

Students will need a computer. All aspects of the course will take place on UF's eLearning platform, Canvas.

Provided:

- Course slides are developed and provided by the instructors. The students are responsible for taking additional notes.

Readings:

i. American College of Surgeons. (2019). *Optimal Resources for Geriatric Surgery*. Retrieved March 10, 2025, from https://www.facs.org/media/yldfbgwz/optimal-resources-for-geriatric-surgery-2019-standards.pdf

ii. Satz, P. (1993). Brain Reserve Capacity on Symptom Onset after Brain Injury: A Formulation and Review of Evidence for Threshold Theory. *Neuropsychology*, 7, 273-295. https://doi.org/10.1037/0894-4105.7.3.273

iii. Stern Y. (2009). Cognitive reserve. *Neuropsychologia*, *47*(10), 2015–2028. https://doi.org/10.1016/j.neuropsychologia.2009.03.004

iv. Price, C. C., Garvan, C. W., & Monk, T. G. (2008). Type and severity of cognitive decline in older adults after noncardiac surgery. *Anesthesiology*, *108*(1), 8–17. https://doi.org/10.1097/01.anes.0000296072.02527.18

v. Price, C. C., Tanner, J. J., Schmalfuss, I., Garvan, C. W., Gearen, P., Dickey, D., Heilman, K., McDonagh, D. L., Libon, D. J., Leonard, C., Bowers, D., & Monk, T. G. (2014). A Pilot Study Evaluating Presurgery Neuroanatomical Biomarkers for Postoperative Cognitive Decline after Total Knee Arthroplasty in Older Adults. Anesthesiology, 120(3), 601–613. https://doi.org/10.1097/aln.0000000000000080

vi. Selnes, O. A., Grega, M. A., Bailey, M. M., Pham, L., Zeger, S., Baumgartner, W. A., & McKhann, G. M. (2007). Neurocognitive outcomes 3 years after coronary artery bypass graft surgery: a controlled study. *The Annals of thoracic surgery*, *84*(6), 1885–1896. https://doi.org/10.1016/j.athoracsur.2007.06.054

vii. Huang, H., Tanner, J., Parvataneni, H., Rice, M., Horgas, A., Ding, M., & Price, C. (2018). Impact of Total Knee Arthroplasty with General Anesthesia on Brain Networks: Cognitive Efficiency and Ventricular Volume Predict Functional Connectivity Decline in Older Adults. Journal of Alzheimer's Disease, 62(1), 319–333. https://doi.org/10.3233/jad-170496

viii. Block, C. K., Johnson-Greene, D., Pliskin, N., & Boake, C. (2017). Discriminating cognitive screening and cognitive testing from neuropsychological assessment: implications for professional practice. The Clinical Neuropsychologist, 31(3), 487-500.

ix. Lezak, M. D. (2004). *Neuropsychological assessment*. Oxford University Press, USA.

x. Arias, F., Wiggins, M., Urman, R. D., Armstrong, R., Pfeifer, K., Bader, A. M., Libon, D. J., Chopra, A., & Price, C. C. (2020). Rapid In-Person Cognitive Screening in the Preoperative Setting: Test Considerations and Recommendations from the Society for Perioperative Assessment and Quality Improvement (SPAQI). *Perioperative care and operating room management*, *19*, 100089. https://doi.org/10.1016/j.pcorm.2020.100089

xi. Wiggins, M., Arias, F., Urman, R. D., Richman, D. C., Sweitzer, B. J., Edwards, A. F., Armstrong, M. J., Chopra, A., Libon, D. J., & Price, C. (2020). Common neurodegenerative disorders in the perioperative setting: Recommendations for screening from the Society for Perioperative Assessment and Quality Improvement (SPAQI). *Perioperative care and operating room management*, *20*, 100092. https://doi.org/10.1016/j.pcorm.2020.100092

xii. Arias, F., Alegria, M., Kind, A. J., Jones, R. N., Travison, T. G., Marcantonio, E. R., ... & Inouye, S. K. (2022). A

framework of social determinants of health for delirium tailored to older adults. Journal of the American Geriatrics Society, 70(1), 235-242.

xiii.   Inouye, S. K., van Dyck, C. H., Alessi, C. A., Balkin, S., Siegal, A. P., & Horwitz, R. I. (1990). Clarifying confusion: the confusion assessment method. A new method for detection of delirium. *Annals of internal medicine*, *113*(12), 941–948. https://doi.org/10.7326/0003-4819-113-12-941

xiv.   American Geriatrics Society. (2019). American geriatrics society 2019 updated AGS beers criteria for potentially inappropriate medication use in older adults. *Journal of the American Geriatrics Society*, *67*(4), 674–694. https://doi.org/10.1111/jgs.15767

xv.   Hayden, K. M., Inouye, S. K., Cunningham, C., Jones, R. N., Avidan, M. S., Davis, D., Kuchel, G. A., Tang, Y., & Khachaturian, A. S. (2018). Reduce the burden of dementia now. *Alzheimer's & dementia : the journal of the Alzheimer's Association*, *14*(7), 845–847. https://doi.org/10.1016/j.jalz.2018.06.3039

xvi.   Tanner, J. J., Amin, M., Hardcastle, C., Parvataneni, H., Vaillancourt, D. E., Mareci, T. H., & Price, C. C. (2019). Better Brain and Cognition Prior to Surgery Is Associated With Elevated Postoperative Brain Extracellular Free-Water in Older Adults. *Frontiers in aging neuroscience*, *11*, 117. https://doi.org/10.3389/fnagi.2019.00117

xvii.   Arias, F., Riverso, M., Levy, S. A., Armstrong, R., Estores, D. S., Tighe, P., & Price, C. C. (2019). Pilot Study: Neurocognitive Disorders and Colonoscopy in Older Adults. *Anesthesia and analgesia*, *129*(3), e89–e93. https://doi.org/10.1213/ANE.0000000000004212

xviii. Hamlet, K. M., Pasternak, E., Rabai, F., Mufti, M., Hernaiz Alonso, C., & Price, C. C. (2021). Perioperative Multidisciplinary Delirium Prevention: A Longitudinal Case Report. *A&A practice*, *15*(1), e01364. https://doi.org/10.1213/XAA.0000000000001364

This course uses the UF eLearning platform Canvas: https://elearning.ufl.edu/. All lecture videos, class announcements, quizzes, assignments, and grades will be accessed here. A week prior to the beginning of the course, registered students will be granted access to the course in their Canvas account.

"Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials."

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/

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: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio*:* Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

ACADEMIC REQUIREMENTS AND GRADING

Assignments

There will be assigned readings provided on Canvas and a recorded lecture to be viewed each week. For each week's lecture video, students are required to create 1 discussion post regarding the part of the lecture they found most interesting or a question about the content covered. Completion of the discussion post by the due date is necessary to gain full credit, late discussion posts will not be counted. The discussion posts are cumulatively worth 10% of the final grade.

Midterm and final exams will be provided through online UF Canvas, involve multiple choice and true-false questions. These exam will be "open book" with the student able to use notes and reading materials to answer the questions, and students will have up to 2 hours to complete the exam with one attempt. Each exam is worth 25% of the final grade.

Each student will also submit a 15 minute recorded presentation based on a topic pertinent to perioperative brain-behavior. The student will send their chosen topic to the instructor for approval in week 6. Students will be required to record their visual/audio presentation and upload it to Canvas (for example: a 15 minute slide discussion and summary on challenges of delirium diagnosis; Post Operative Cognitive Disorder versus Perioperative Neurocognitive Disorder). The research presentation is worth 40% of the final grade. Late presentations will be reduced 10%, and late presentations will not be accepted beyond 1 weekEach student will receive feedback from the instructor regarding the presentation. Students will also have the opportunity to share their recorded presentation to other classmates, should they wish to do so.

Every student will have weekly opportunities to meet with the instructor online through Zoom platform.

Grading

Requirement	Date	Points or % of final grade (% must sum to 100%)
Midterm Exam	2/27/2027	25%
Research Presentation	4/24/2027	40%
Final Exam	4/24/2027	25%
Participation		10%

Point system used:

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:
https://gradcatalog.ufl.edu/graduate/regulations/#Grades

Exam Policy
Exams will be remotely proctored through the Canvas platform. Students will have a 48-hour window in which to start the exam and 2 hours to complete the exam once they begin.

The Midterm Exam is in multiple choice format and will cover test administration for specific cognitive screening tools. The Final Exam is in multiple choice format and will cover delirium and presentation of a research question of interest. The research question must include presentation of a) background rationale, b) significance, c) innovation, and d) hypotheses. As a group, we will discuss potential methods for study application. The goal is to stimulate clinical research ideas and approaches.

Policy Related to Make Up Exams or Other Work
Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted one week to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. 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

Students will view lecture videos at their own pace but are expected to complete Lectures 1-6 prior to the midterm exam and lectures 7-14 prior to the final exam. Students have a 48-hour window in which to start each exam on Canvas and must be able to complete the exams within the determined timeframes.

Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog (https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to behave professionally and refrain from disrespectful or degrading language in communications with instructors and classmates in-person, over video/telephone conference, email, and discussion boards. Students are expected to come prepared and participate fully in Q&A sessions. Students are expected to complete course assignments as scheduled and communicate academic or personal challenges to instructors in a timely fashion.

Communications Guidelines

Students have the option to use the Discussion Board in Canvas to ask classmates course-related questions or pose discussion topics.

When posting on the Discussion Board in your online class, you should:

- Before posting a question to a discussion board, check to see if anyone has already asked it and received a reply.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond summarize all posts for the benefit of the class.
- When posting:
    - Make posts that are on topic and within the scope of the course material.
    - Be sure to read all messages in a thread before replying.
    - Be as brief as possible while still making a thorough comment.
    - Don't repeat someone else's post without adding something of your own to it.
    - Take your posts seriously. Review and edit your posts before sending.
    - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
    - If you refer to something that was said in an earlier post, quote a few key lines so reader do not have go back and figure out which post you are referring to.

- o Always give proper credit when referencing or quoting another source.
  - o If you reply to a classmate's question make sure your answer is correct, don't guess.
- Always be respectful of others' opinions even when they differ from your own.
  - o When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
  - o Do not make personal or insulting remarks.
  - o Do not write anything sarcastic or angry, it always backfires.
  - o Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom will be used for live Q&A sessions.
When attending a Zoom class or meeting, you should:
- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background.
  - o If you choose to use one, you should test the background out first to make sure your device can support it.
  - o Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

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 Handbook for additional details:
https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
https://graduateschool.ufl.edu/work/handbook/

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

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources, which are listed here: https://counseling.ufl.edu/services/crisis/

Students can learn more about UPTurn and request an appointment here: https://phhp.ufl.edu/student-resources/upturn-wellness-program/
Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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."

Course|New for request 22292

Info

Request: CLP 6XXX Psychotherapy for Clinical Masters
Description of request: The College of Public Health and Health Professions requests to create new course: CLP6XXX Psychotherapy for Clinical Masters.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 11:07:18 AM
Form version: 1

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Psychotherapy for Clinical Masters
Transcript Title Psychotherapy Clinical Masters
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Introduces psychotherapy and behavior change through readings, role-play, and discussion. Students explore evidence-based methods, develop skills in CBT and ACT, and learn to interpret therapy content and process. Emphasis is placed on therapeutic relationships, ethical practice, and understanding transference, resistance, and intake procedures to become effective therapists.
Prerequisites Admission into PBH_PHD or PBH_MS or PBH_MA or with instructor approval & completion of CLP 6XXX Introduction to Psychotherapy Theory and Practice for Clinical Masters.
Co-requisites n/a
Rationale for Placement in the Curriculum Graduates of the UF CHP Terminal Master program in clinical psychology are expected to become licensed practitioners in their future positions. They are also expected to be fully competent practitioners and develop skills to understand and utilize research related to evidenced based practice. This is the second course preparing Master's students as providers of psychological treatments. Dedication to the tasks of this course will prepare our students for that role in graduate school and throughout their careers.
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
CLP6XXX Psychotherapy for Clinical Masters
(3 Credit Hours)
Semester: Spring, 2028
Delivery Format: *On-Campus*

Instructor Name: David M. Janicke, PhD
Room Number: HPNP Bldg, #3135
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu
Office Hours: Thursdays, 11am to noon
Preferred Course Communications: Email

Prerequisites

Admission to graduate program in Clinical and Health Psychology and completion of CLP6XXX Introduction to Psychotherapy Theory & Practice for Clinical Masters.

PURPOSE AND OUTCOME

Course Overview

Introduces psychotherapy and behavior change through readings, role-play, and discussion. Students explore evidence-based methods, develop skills in CBT and ACT, and learn to interpret therapy content and process. Emphasis is placed on therapeutic relationships, ethical practice, and understanding transference, resistance, and intake procedures to become effective therapists.

Relation to Program Outcomes

Graduates of the UF CHP Terminal Master program in clinical psychology are expected to become licensed practitioners in their future positions. They are also expected to be fully competent practitioners and develop skills to understand and utilize research related to evidenced based practice. This is the second course preparing Master's students as providers of psychological treatments. Dedication to the tasks of this course will prepare our students for that role in graduate school and throughout their careers.

Course Objectives and/or Goals

Upon successful completion of the course, students should be able to:
1. Describe the basic theory behind Cognitive Behavioral Therapy and Acceptance and Commitment Therapy.
2. Demonstrate the ability to provide a case conceptualization based on data gathered in clinical work.
3. Detail the conceptual underpinnings of the empirically supported treatments being reviewed.
4. Demonstrate knowledge of the material via weekly quizzes, active participation during reviews of material.
5. Demonstrate basic process skills of active listening and empathic responding in interactions with role-played clients.
6. Provide a general conceptual framework for the psychotherapeutic enterprise across the spectrum of psychopathology.
7. Demonstrate basic, practical skills in clinical record generation (note-writing), intervention management (development of problem list and treatment plan), and case conceptualization.

Instructional Methods. Assessment will consist of reading quizzes, case conceptualization and presentation, and role-play participation. The role of the instructors will be to: administer quizzes on assigned readings, provide observation and supervision opportunities, evaluate role-play performance using a structured rubric, and offer feedback on conceptualization and presentation. Expectations for students are to complete

readings before class, demonstrate understanding through quizzes, observe and analyze therapy sessions, attend supervision, actively engage in role-plays and discussions, and present a comprehensive case conceptualization. Active participation is required and monitored, so as to facilitate optimal learning and allow assessment of the basic knowledge and skills.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Day	Topic(s)	Assignments	Readings
Wk 1, Day 1	Intro to course; Necessary & sufficient conditions for change	None	Heaton: Intro 0, 1
Wk 1, Day 2	Active Listening, Open vs Closed Questions, Others Foundation Therapist Skills	Quiz in class	Heaton: Intro 0, 1
Wk 2, Day 1	Case Conceptualization ***Quiz**	Quiz in class	Christon et al (2015); Biopsychosocial Model of Case Formulation; Examples on Canvas
Wk 2, Day 2	Documentation, Goal Setting & Treatment Planning	Post on discussion board before class	Heaton Ch. 3, 5, 9
Wk 3, Day 1	Meeting Patients Where They Are: Stimulus Value and Self-Reflection ***Quiz**	Quiz in class	Miller & Rose 2009, Canvas Documents
Wk 3, Day 2	Motivational Interviewing ***Role Plays**	Quiz in class	Miller & Rose 2009, Canvas Documents
Wk 4, Day 1	Cognitive Behavior Therapy - Theory & Practice ***Quiz**	Quiz in class	Tolin Ch 2-5
Wk 4, Day 2	Cognitive Behavior Therapy - Theory & Practice ***Role Plays**	Quiz in class	Tolin Ch. 8, 10, 12
Wk 5, Day 1	Cognitive Behavior Therapy - Integration & Role Play ***Quiz**	Quiz in class	Tolin Ch 13-14, 16
Wk 5, Day 2	Cognitive Behavior Therapy - Integration ***Role Plays**	First Progress Note due ; Quiz in Class	No Reading
Wk 6, Day 1	Acceptance & Commitment Therapy ***Quiz**	Quiz in class	Tolin Ch. 15
Wk 6, Day 2	Acceptance & Commitment - Therapy ***Role Plays**		Luoma Chapters 1 & 2 (2017); Watch ACT videos

Wk 7, Day 1	Utilizing Supervision ***Quiz**		Falendar & Shafranske (2004)
Wk 7, Day 2	MIDTERM EXAM		N/A
Wk 8, Day 1	Use of Manualized Interventions - Unified Protocol ***Quiz**		Barlow et al (2nd edition). Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Therapist Guide
Wk 8, Day 2	Use of Manualized Interventions - Modular Approach for Children ***Role Plays**	Quiz in class	Chorpita & Weisz Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (2009)
Wk 9, Day 1	DBT Skills & Treatment ***Quiz**	Quiz in class	Linehan, 2018
Wk 9, Day 2	Relaxation Training & Mindfulness ***Role Plays**	Quiz in class	Review Various protocols and skills
Wk 10, Day 1	Use of Routine Outcomes Monitoring ***Quiz**	Quiz in class	Barkham & Broglia (2024); Lambert & Lo Coco (2013)
Wk 10, Day 2	Therapist Flexibility & Barriers to Treatment ***Role Plays**	Quiz in class	Alfonsonn et al (2024)
Wk 11, Day 1	Therapist Self-care ***Quiz**	Quiz in class	Cronin et al (2023); Posluns & Gall (2020).
Wk 11, Day 2	Crisis Management, Suicide & Risk Assessment ***Role Plays**		Klott, 2012
Wk 12, Day 1	Crisis Management, Suicide & Risk Assessment ***Quiz**		Helms & Prinstein (2014)
Wk 12, Day 2	Listening to Trauma Stories ***Role Plays**	N/A	Trauma Stewardship Chapter (available via Canvas)
Wk 13, Day 1	Child & Family Therapy ***Quiz**	Remaining progress notes, problem list & tx plan due	Dadds and Tully (2019); Carr (2024)
Wk 13, Day 2	A Clinician's Intuition & The Role of Being Human ***Written Case Conceptualization & Treatment Plan Due**		Witteman et al., 2012
Wk 14 Day 1	Case Conceptualization Presentations		
Wk 14 Day 2	Case Conceptualization Presentations		

Course Materials and Technology

Required Textbooks:
- Building Basic Therapeutic Skills: A Practical Guide for Current Mental Health Practice by Jeanne Albronda Heaton. Jossey-Bass; San Francisco, 1998. ISBN: 0787939846.
- Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts and Emotions by David F. Tolin. New York: The Guilford Press, 2016. ISBN: 9781462527076

Required Articles
- Alfonsonn et al (2024). Psychotherapist factors that patients perceive are associated with treatment failure. *Psychotherapy (Chic*), 61, 241-249.
- Barkham & Broglia (2024).Routine Outcome Monitoring (ROM) and Feedback in University Student Counselling and Mental Health Services. *Counselling & Psychotherapy Research, 24*(2), 459–471
- Biopsychosocial model and Case Formulation: https://www.psychdb.com/teaching/biopsycCarr (2024). Family therapy and systemic interventions for child-focused problems: The evidence base. The Journal of Family Therapy.Christon, L. M., McLeod, B. D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. *Cognitive and Behavioral Practice, 22*, 36-48.Cronin et al (2023). Therapist Resilience in an Ever-Changing World: A Systematic Review. *Journal of Prevention and Health Promotion, 4,* 60–86.
- Dadds & Tully (2019). What is it to discipline a child: What should it be? A reanalysis of time-out from the perspective of child mental health, attachment, and trauma. *Am Psychol, 74,* 794-808.
- Falender, C. A. & Shafranske, E. P. (2004). What makes for good supervision? In Clinical supervision: A competency-based approach (pp. 37-58). Washington, DC: American Psychological AssociationHelms & Prinstein (2014). Risk assessment & decision making regarding imminent suicidality in pediatric settings. *Clinical Practice in Pediatric Psych.*
- Hellstern et al (2025). Physical and Mental Health Outcomes of Integrated Care: A Systematic Review. *Fam Syst Health, Feb 13;* doi: 10.1037/fsh0000960
- Lambert & Lo Coco (2013). Simple methods for enhancing patient outcome in routine care: Measuring, monitoring, and feedback. *Research in Psychotherapy: Psychopathology, Process and Outcome, 16*(2), 93–101.
- Miller & Rose (2009). Toward a theory of motivational interviewing. Am Psychol, 64(6), 527-37
Posluns & Gall (2020). Dear Mental Health Practitioners, Take Care of Yourselves: A Literature Review on Self-Care. *Int J Adv Couns, 42,* 1-20.Witteman et al (2012). Clinical intuition in mental health care: A discussion and focus groups. *Counselling Psychology Quarterly, 25*, 19-29

Optional Readings:
- Suicide & Psychological Pain: Prevention That Works by Jack Klott, 2012. Eau Claire, WI: Premier Publishing and Media. ISBN-10: 1936128160; ISBN-13: 978-1936128167
- Clinical Handbook of Psychological Disorders, Sixth Edition: A Step-by-Step Treatment Manual. Edited by David H. Barlow. New York: The Guilford Press, 2021. ISBN 9781462547043
- Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (2009). Chorpita & Weisz
- Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Therapist Guide (2nd Edition) by Barlow, Farchione, Sauer-Zavala, Latin, Ellard, Bullis, Bentley, Boettcher & Cassiello-Robbins. Oxford University Press; New York, 2017. ISBN: 9780190685973Learning ACT: An Acceptance and Commitment Therapy Skills Training Manual for Therapists (2007) – Second Edition.
- by Jason B. Luoma, Steven C. Hayes and Robyn D. Walser

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Quizzes: The quizzes will assess student learning of therapeutic procedures, understanding of the evidence base for treatment approaches, and methodology for establishment of empirical support for treatments. Quizzes will occur during weeks 2 – 13 (Day 1 class for each week) and will be based on reading assignments for the week and administered at the beginning of the class. Each quiz will consist of 5 multiple choice, true/fall, fill-in-the blank or short answer questions. Quiz scores will count for 25% of the course grade (50 pts). Only the 10 highest scores (from the 12 quizzes) will count toward student's final grade. **5 pts x 10 quizzes = 50 pts.**

Mid-Term Examination: The midterm exam will occur during the second class period in week 7. The exam will cover materials from weeks 1 thru 6 and will be administered in class. It will consist of multiple choice short-answer questions and case vignettes. The midterm exam will be worth 20% of the final grade.

Case Conceptualization: Students are required to 1) observe at least three sessions of ongoing therapy by advanced students or faculty, 2) attend *at least* two supervision sessions on those cases (more is encouraged if possible), 3) write a problem list, treatment plan, and three session notes for the case observed; 4) write a conceptualization of the case you are following and 5) present the case and conceptualization to the class. The written Case Conceptualization will count for 20% and the oral presentation of the case will count for 10% of the course grade. See the rubric later in the syllabus.

Role Plays: Performance in the role-play exercises will be evaluated by performance rubric, and scores will be recorded in Canvas. Each student will engage in 3 roles during the course of the semester. The average score across all three roles plays will be used as the final "Role play grade" for the semester. Role-play participation will count for 20% of the course grade. The rubric for each role playing exercise will be based on: Effort, Accuracy, Professionalism and Sophistication. See the rubric later in the syllabus.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Regular Class Quiz or Assignment	Each Class	50 pts (25%)
Midterm Exam	Week 7	40 pts (20%)
Case Conceptualization & Treatment Plan (Written assignment)	Due at the end of the class during the 2nd class period of Week 13	40 pts (20%)
Case Conceptualization Oral Presentation	Will occur during the two class periods in week 14	30 pts (15%)
Role Play Participation	Will during week 3 thru 6 and 8 thru 12	40 pts (20%)
TOTAL		**200 Pts (100%)**

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 may be found on the UF grading policy

Grading Rubrics

<u>Case Conceptualization - Written Case Presentation</u>

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D–F)
Observation & Supervision Integration (6 pts)	Clearly integrates insights from ≥3 therapy sessions and ≥2 supervision sessions; demonstrates deep engagement.	Meets observation/supervision minimum; integration is adequate but somewhat surface-level.	Barely meets minimum or integration is unclear.	Observation/supervision requirements not met or poorly described.
Problem List (4 pts)	Concise, clinically relevant, and well-prioritized list of problems.	Mostly relevant with minor omissions or misprioritization.	Some vague or overly broad items.	Missing, unclear, or poorly formulated.
Treatment Plan (6 pts)	Well-structured with clear goals, objectives, and interventions aligned with conceptualization.	Mostly clear; some inconsistencies or vague goals.	Treatment plan lacks structure or specificity.	Plan is missing or not clinically useful.
Session Notes (6 pts)	Accurate, professional notes using appropriate format (e.g., SOAP, DAP); reflects case progress.	Generally appropriate with minor errors or omissions.	Notes are disorganized, too brief, or not well formatted.	Notes are missing, unprofessional, or irrelevant.
Case Conceptualization (12 pts)	Thorough, theory-informed conceptualization that links history, presenting problems, and treatment.	Coherent and appropriate; may lack depth or integration.	Basic or underdeveloped; minimal theoretical grounding.	Incoherent or missing conceptualization.
6. Writing Quality & Organization (6 pts)	Well-organized, professional, error-free writing.	Generally clear; minor grammar or formatting issues.	Disorganized or hard to follow in places.	Poorly written or difficult to read.

Total (40 pts)

<u>Case Conceptualization - In-Class Presentation</u>

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D–F)
Clarity & Organization (6 pts)	Presentation is well-structured, logical, and easy to follow.	Mostly clear; minor issues with organization or flow.	Somewhat disorganized or hard to follow.	Poorly structured or incoherent.
Case Overview (6 pts)	Presents client background, problems, and session highlights clearly and succinctly.	Covers most key points; minor omissions.	Important details are missing or unclear.	Lacks essential case info.

Conceptualization Explanation (9 pts)	Explains theoretical framework clearly and connects it to the case.	Conceptualization is present but not fully explained.	Weak or unclear conceptual link.	No clear conceptualization presented.
4. Engagement & Professionalism (6 pts)	Confident, professional delivery; engages audience; well-prepared.	Generally professional; minor issues with delivery or timing.	Somewhat disengaged or under-prepared.	Unprofessional or unprepared.
5. Q&A or Peer Discussion (3 pts)	Responds insightfully to questions; encourages thoughtful discussion.	Answers questions adequately; some hesitation.	Struggles to answer or avoids questions.	Unable or unwilling to respond effectively.

Total (30 pts)

Roles Plays (Scores for each individual role play. Final grade will be the average scores across the 4 role plays)

Criteria	Excellent (A) (10-9 pts)	Good (B) (8-7 pts)	Fair (C) (6-5 pts)	Poor (D–F) (4-0 pts)
Effort & Participation Level of engagement, preparedness, and willingness to fully participate **(5pts).**	Fully engaged; prepared and invested; takes role seriously and demonstrates full effort.	Mostly prepared; participates actively but may lack consistency.	Participation is minimal or unprepared; goes through the motions.	Avoidant, unprepared, or disengaged from the exercise.
Accuracy Use of appropriate techniques or interventions based on training level and instructions. **(5pts)**	Demonstrates strong understanding and accurate application of clinical/interpersonal skills.	Mostly accurate; minor errors or hesitations in technique.	Inconsistent use of appropriate skills; some key errors.	Frequent errors or misunderstanding of role/intervention.
Professionalism Respectful, appropriate demeanor, language, and behavior during role-play. **(5 pts)**	Professional in tone, attitude, and behavior; respectful of peers and role.	Generally professional with minor lapses.	Unprofessional moments; may need reminders.	Disrespectful, inappropriate, or disengaged behavior.
Sophistication & Insight Depth, nuance, and reflective understanding of client dynamics or role.**(5 pts)**	Demonstrates insight, nuance, and flexible thinking beyond the basics.	Attempts depth and insight; some generalizations or rigid responses.	Stays at surface level; limited understanding or reflection.	Lacks depth or demonstrates misunderstanding of client process.

Total (40 pts)

Exam Policy
Any exams will occur during the class period, in person, unless otherwise specified. Exam will be proctored by the instructor.

Policy Related to Make Up Exams or Other Work
Each student can miss one in class quiz with no penalty. Beyond that, students must make arrangement to complete a make-up quiz or assignment within one week of the missed quiz (unless otherwise agreed to by the course instructor).

Make-up exams will not be given unless an appropriate and verifiable excuse is provided (see UF policy for excused absences below). It is the students' responsibility to contact the instructor by e-mail prior to missing the scheduled exam. Requests must be turned into the instructor within one week of the scheduled exam date. Students who miss an exam but have an approved excuse must also make arrangements within one week of the original exam date. In the absence of an approved excuse, a missed exam will result in zero points.

Assignments are due by the date and time specified by the instructor. If a student misses a deadline without a valid reason that aligns with UF policy, then the assignment is considered late or missing. Each day late will results in 10% loss of points on the assignment.

Course Policy Related to Required Class Attendance
Students are expected to arrive on time to class meetings and remain throughout the scheduled class time. Attendance of class is mandatory. Three or more unexcused absences will result in failure of the course. Missed classes due to illness will require demonstration of making up missed work and experiences. If students must be absent, it is expected they will contact the instructor as soon as possible and be responsible for any missed material. Students who miss lectures are expected to acquire lecture notes from other students who attended.

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If you must miss a class because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the date when you will be absent. Please note that all faculty are bound by the UF policy for excused absences.

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set up alternative arrangements. You must provide clear evidence that you have made up any and all work and training experiences that you missed.

Accommodations for students with disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online course evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. For more guidance please see this link on Providing Constructive Feedback. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to complete all required reading before class and be well prepared to participate actively in live discussions of the reading material. You are responsible for demonstrating your understanding (or lack thereof) of the material via comments that you initiate. Critical comments are welcome as long as they contribute to open ongoing respectful discussion.

Electronic devices may be required for some of the quizzes, which can be taken via Canvas. Unless otherwise instructed, please refrain from excessive use of tablets, laptops, cell phones or any other electronic devices while participating in class as it can become distracting and inconsiderate of other students and the instructor. Please do not arrive late to class as it is distracting and inconsiderate of others.

Communications Guidelines

I appreciate and encourage questions about the lecture material and contributions of your own knowledge about the subject during class. For a successful course, it is essential that an atmosphere of respect is maintained. It is important that you treat everyone in the classroom with respect and allow them a place to speak. It is perfectly fine to express how strongly you feel about something, but you must allow others this same opportunity, and you must be respectful and sensitive to others' views when expressing your own. If there is ever a time when you feel I have not given you, the class, or the topic that level of respect and sensitivity, please let me know. These standards for respectful communication apply to all email, discussion posts or other class communication.

ACADEMIC POLICIES & RESOURCES

Information about University [Academic Policies and Resources](#).

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing [crisis support resources](#).

Students can learn more about [UPTurn](#) as well as request an appointment.

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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."

Course|New for request 22293

Info

Request: CLP 6XXX Scientific Thinking for Clinical Practice
Description of request: The College of Public Health and Health Professions requests to create new course CLP6XXX: Scientific Thinking for Clinical Practice.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 11:15:16 AM
Form version: 1

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Scientific Thinking for Clinical Practice
Transcript Title Sci Think: Clin Practice
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Introduces scientific thinking for clinicians: framing answerable questions, appraising evidence, understanding common designs, and interpreting results conceptually to inform assessment, diagnosis, prognosis, and treatment. Emphasis is on judgment and communication—not software or computation – and how these concepts relate to and impact clinical practice.
Prerequisites Admission into PBH_MS or PBH_MA
Co-requisites n/q
Rationale for Placement in the Curriculum This course fulfills the Discipline Specific Knowledge requirements for coverage of Developmental and Social Aspects of Behavior as described in the American Psychological Association Standards of Accreditation for Health Service Psychology –Master's Programs.
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
CLP6XXX: Scientific Thinking for Clinical Practice (3 credits)
Semester: Summer, 2028
Delivery Format: On-Campus

Instructor Name: Jared Tanner, PhD
Room Number: HPNP Bldg #3154
Phone Number: 352-273-5928
Email Address: jjtanner@phhp.ufl.edu
Office Hours: 11am to noon, Thursday
Preferred Course Communications: email

Prerequisites
Admission to master's program in Psychology (Clinical and Health Psychology track)

PURPOSE AND OUTCOME

Course Overview

Introduces scientific thinking for clinicians: framing answerable questions, appraising evidence, understanding common designs, and interpreting results conceptually to inform assessment, diagnosis, prognosis, and treatment. Emphasis is on judgment and communication—not software or computation – and how these concepts relate to and impact clinical practice.

Relation to Program Outcomes

Strengthens evidence-based practice by training students to (1) pose clinically meaningful questions, (2) appraise and interpret research with attention to validity, equity, and feasibility, and (3) communicate patient-centered recommendations. Aligns with accreditation emphasis on scientific foundations, ethics/professionalism, communication, and individual/cultural diversity in health-service psychology.

Course Objectives and/or Goals
Upon successful completion, students will be able to:
1. Discriminate among major research designs and the inferences each supports.
2. Formulate PICO (Patient, Intervention, Comparison, Outcome)-style clinical questions and map them to appropriate designs and measures.
3. Evaluate validity threats and study quality using structured appraisal tools.
4. Interpret effect sizes, confidence intervals, and diagnostic/prognostic accuracy conceptually.
5. Appraise measurement quality and select instruments suitable for clinical use.
6. Synthesize findings across studies to recommend practical, equitable clinical actions.

Instructional Methods
Class sessions combine brief instructor lectures with seminar-style discussion, case-based labs, and occasional short videos or data walk-throughs. Instructors will: (a) contextualize key concepts and connect readings to clinical applications; (b) curate up-to-date primary sources and resources; (c) facilitate discussions and activities; and (d) provide timely, constructive feedback on assignments.

Student expectations: come prepared (readings completed and notes ready), complete weekly assignments, participate substantively in discussions, and produce professional, evidence-based written work aligned with course objectives.

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 develop mastery of the higher level 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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic(s)	Readings
1	**Why Science in Clinical Practice** In-class: Convert real dilemmas into answerable questions. Assignment: PICO Worksheet (1 page) → counts toward Participation.	Spring, B. (2007). Evidence-based practice in clinical psychology: What it is, why it matters; what you need to know. *Journal of Clinical Psychology*, *63*(7), 611-631.
2	**Validity & Causal Thinking** In-class: Identify threats in vignettes. Assignment: Validity Checklist (1 page) → Participation. Readiness Check #1 due before class.	Layne, C. M., Steinberg, J. R., & Steinberg, A. M. (2014). Causal reasoning skills training for mental health practitioners: Promoting sound clinical judgment in evidence-based practice. *Training and Education in Professional Psychology*, *8*(4), 292.
3	**Brief Introduction to Research Designs** In-class: Design-to-question matching drill. Assignment: Design Justification (≤300 words) → Participation. Readiness Check #2 due before class.	Walters, S. (2020). 2.2 Research designs in psychology. In *Psychology – 1st Canadian Edition*. Thompson Rivers University. https://psychology.pressbooks.tru.ca/chapter/3-2-psychologists-use-descriptive-correlational-and-experimental-research-designs-to-understand-behaviour/
4	**Measurement that Matters** In-class: Choose an instrument for a use-case. Assignment: Measurement Appraisal Note (≤500 words + refs) — 9%, due Sun 11:59 pm. Readiness Check #3 due before class	Price, P. C., Jhangiani, R. S., & Chiang, I. C. A. (2015). Reliability and validity of measurement. *Research Methods in Psychology*.
5	**Diagnostic Accuracy** In-class: Interpret ROC and 2×2. Assignment: Diagnostic Test Interpretation Note (≤500 words + refs) — 9%, Sun 11:59 pm. Readiness Check #4 due before class.	Sheldrick, R. C., Benneyan, J. C., Kiss, I. G., Briggs-Gowan, M. J., Copeland, W., & Carter, A. S. (2015). Thresholds and accuracy in screening tools for early detection of psychopathology. *Journal of Child Psychology and Psychiatry*, *56*(9), 936-948.

Week	Topic(s)	Readings
6	**Effect Sizes & Confidence Intervals** In-class: Translate outputs to patient notes. Assignment: Effect Size & Confidence Interpretation Note (≤500 words) — 9%, Sun 11:59 pm. Readiness Check #5 due before class.	Field, A. P., & Wilcox, R. R. (2017). Robust statistical methods: A primer for clinical psychology and experimental psychopathology researchers. *Behaviour research and therapy*, *98*, 19-38.
7	**Bias, Quality Appraisal, and Replicability** In-class: Apply a bias tool to a short paper. Assignment: Study Bias Appraisal (checklist + 250-word paragraph) — 9%, Sun 11:59 pm. Readiness Check #6 due before class.	Leichsenring, F., Abbass, A., Hilsenroth, M. J., Leweke, F., Luyten, P., Keefe, J. R., ... & Steinert, C. (2017). Biases in research: risk factors for non-replicability in psychotherapy and pharmacotherapy research. *Psychological medicine*, *47*(6), 1000-1011.
8	**Interventions & Outcomes** In-class: Critique an RCT for real-world fit. Assignment: Practice Applicability Note (≤500 words) — 8%, Sun 11:59 pm. Readiness Check #7 due before class	Mohr, D. C., Spring, B., Freedland, K. E., Beckner, V., Arean, P., Hollon, S. D., ... & Kaplan, R. (2009). The selection and design of control conditions for randomized controlled trials of psychological interventions. *Psychotherapy and Psychosomatics*, *78*(5), 275-284.
9	**Prognosis & Risk Prediction** In-class: Read a prognostic figure; discuss use. Assignment: Prognosis Counseling Note (≤500 words) — 8%, Sun 11:59 pm. Readiness Check #8 due before class	Fusar-Poli, P., Hijazi, Z., Stahl, D., & Steyerberg, E. W. (2018). The science of prognosis in psychiatry: a review. *JAMA Psychiatry*, *75*(12), 1289-1297.
10	**Cohort & Case-Control Reasoning** In-class: Pick the least-biased design for a scenario. Assignment: Observational Design Rationale Note (≤500 words) — 8%, due Sun 11:59 pm. Readiness Check #9 due before class.	Song, J. W., & Chung, K. C. (2010). Observational studies: cohort and case-control studies. *Plastic and Reconstructive Surgery*, *126*(6), 2234–2242.
11	**Single-Case Experimental Designs** In-class: Visual analysis (level, trend, variability). Deliverable: Single-Case Plan (diagram + ≤300 words) → Participation. Readiness Check #10 due before class.	University of Florida, University Writing Program. (n.d.). *Writing psych case reports*. *Writing in the Disciplines Knowledge Base*. Retrieved September 14, 2025, from https://portal.clas.ufl.edu/writing--wdkb-v1/discipline/writing-psych-case-reports/

Week	Topic(s)	Readings
12	**Communicating Evidence for Decisions** In-class: Team mini-CAT presentations. Assignment: Team mini-CAT Slides (due before class) + Individual Reflection (300–500 words) — 15%, reflection due Sat.	Lie, H. C., Gerwing, J., Bondevik, H., Bostad, I., Ellingsen, D. M., Frühholz, S., ... & Menichetti, J. (2022). Studying clinical communication through multiple lenses: The underused potential of inter-disciplinary collaborations.

Course Materials and Technology

All readings are accessible via the course website.

ACADEMIC REQUIREMENTS AND GRADING

A. Weekly Readiness Checks (total based on best 8 of 10 assignments turned in) — 10 points total
Short, auto-graded quizzes on weekly primers/articles; 5–8 items; one attempt; 20 minutes.
Open a week prior; **due before class** Weeks 2–11. Canvas keeps **best scored 8 of 10 assignments.**
How to submit: Complete in Canvas; one attempt; 20-minute limit.
Scoring: Each quiz = 1.25 point2. Content focuses on key concepts and definitions.

B. Structured Appraisals & Reports — 60 points total
Concise, clinician-facing reports (≤500 words + one figure/table if needed). Upload as PDF.
All are clinically related notes; upload **PDF**; references don't count toward limits; include a ≤50-word PICO header when relevant.
- W4 Measurement Appraisal Note — 9 pts
- W5 Diagnostic Test Interpretation Note — 9 pts
- W6 Effect Size & Confidence Interpretation Note — 9 pts
- W7 Study Bias Appraisal — 9 pts
- W8 Practice Applicability Note — 8 pts
- W9 Prognosis Counseling Note — 8 pts
- W10 Observational Design Rationale Note — 8 pts

Submission format for all notes: PDF; ≤500 words; 11–12 pt font; include PICO header (≤50 words) and references (not counted). File name: LastName_AssignmentName_Wk#.pdf (example: Smith_ Measurement Appraisal Note_Wk4.pdf)

Rubric for Weeks 4-7:
1. Purpose & Context (clear clinical question/audience) (2 pts)
2. Evidence Accuracy (correct study elements) (2 pts)
3. Interpretation Quality (conceptual reading of effects/precision/validity) (2 pts)
4. Clinical Application (feasible, patient-centered, equity addressed) (2 pts)
5. Communication (organization, APA citations, within limits, professional tone) (1 pt)

Rubric for Weeks 8-10:
1. Purpose & Context (clear clinical question/audience) (1.5 pts)
2. Evidence Accuracy (correct study elements) (1.5 pts)
3. Interpretation Quality (conceptual reading of effects/precision/validity) (2 pts)
4. Clinical Application (feasible, patient-centered, equity addressed) (2 pts)
5. Communication (organization, APA citations, within limits, professional tone) (1 pt)

C. Participation & Professional Engagement — 15 points total
What: Active, professional engagement in case discussions, in-class analyses, and brief in-class response.
How recorded: Weekly instructor notes + three spot-checks of uploaded in-class responses
Policy: Two no-questions-asked absences allowed (conference, illness, life). Additional excused absences require documentation based on UF attendance policies.

Participation Rubric (15 pts total):
1. Excellent (13–15): Consistently prepared; advances discussion with evidence; builds peers' ideas; submits in-class responses that show accurate interpretation and reflection.
2. Strong (10–12): Prepared; relevant contributions; in-class responses adequate and on time.
3. Satisfactory (8–9): Generally prepared; occasional contributions; in-class responses minimal or intermittently late.
4. Limited (5–7): Infrequent participation; superficial prep; missing in-class responses.
5. Insufficient (0–4): Disengaged; unprofessional behavior; repeated missing in-class responses.

D. Final Capstone Project: Mini-CAT (Critically Appraised Topic) — 15 points total

For the final capstone project, students will be placed on teams and complete a critically appraised topic (Mini-Cat). A Min-Cat is a short summary that answers a focused question by critically appraising the best available evidence. The process involves defining a specific question (often using a PICO framework), searching for and appraising relevant studies, and summarizing the findings to present the "bottom line" on the topic. This use of Mini-Cats will be discussed throughout class. The final capstone project will include two components addressing a **Critically Appraised Topic (Mini-Cat),** a team based Mini-Cat presentation, and then an individually completed reflection paper on the project and presentation. Teams will be assigned by the instructor during Week 3 of class.

- **Team mini-CAT Slides (10)**: This is a team-based project. Presentations should be between 15 and 20 minutes in length and address the following topics: clinical question/PICO; transparent search/selection; study quality; interpretation of effects/precision; recommendation with feasibility/equity. Teams will work together to develop a question for the Min-Cat and present this to the instructor for feedback during week 6 of class. The instructor will then give feedback and approval to move ahead with the topic questions during week 7
- **Individual Reflection (5)**: The reflection paper should address the following topics: role/contribution; key evidence insight; uncertainty; patient-centered communication; next steps in clinic. The paper should be doubled space (12-point, Times Roman font) and between 3 and 5 pages

Requirement	Due date	Points or % of final grade
Readiness Checks (best 8 of 10)	Weeks 2-11 due before first class of the week	10%
Structured Appraisals & Reports (8 or 9 points each)	Weeks 4, 5, 6, 7, 8, 9, 10 by Sun. 11:59 pm	60%
Class Participation	End of semester	15%
Final Capstone Project	Week 12, Due Sun 11:59 pm	15%

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 may be found on the UF grading policy

Exam Policy
There are no exams in this course.

Policy Related to Make Up Exams or Other Work
Each student can miss two weekly readiness quizzes and in-class responses with no penalty. Beyond that, students must make arrangement to complete a make-up quiz or assignment within one week of the missed quiz or assignment (unless otherwise agreed to by the course instructor).

Assignments are due by the date and time specified by the instructor. If a student misses a deadline without a valid reason that aligns with UF policy, then the assignment is considered late or missing. Each day late will results in 10% loss of points on the assignment with the grade reduced to 0 after 7 days.

Course Policy Related to Required Class Attendance
Students are expected to arrive on time to class meetings and remain throughout the scheduled class time. Attendance of class is mandatory. Three or more unexcused absences will result in failure of the course. Missed classes due to illness or other situations listed in the UF policy for excused absences, will require demonstration of making up missed work and experiences. If students must be absent, it is expected they will contact the instructor as soon as possible and be responsible for any missed material. Students who miss lectures are expected to acquire lecture notes from other students who attended.

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If you must miss a class because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the date when you will be absent. Please note that all faculty are bound by the UF policy for excused absences.

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set up alternative arrangements. You must provide clear evidence that you have made up all work and training experiences that you missed.

Policy Related to AI Use in This Course

Students may **not** use AI technologies in the completion of coursework. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party software you use (e.g. proof-reading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs but does not demonstrate development in your professional practice.

Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk.
UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines

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Students can learn more about [UPTurn](#) as well as request an appointment.

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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."

Course|New for request 22298

Info

Request: CLP 6XXX Supervision, Consultation, & the Business of Psychology
Description of request: The College of Public Health and Health Professions requests to create new course CLP6XXX Supervision, Consultation, & the Business of Psycholog.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 11:38:16 AM
Form version: 1

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Supervision, Consultation, & the Business of Psychology
Transcript Title Psy Superv, Consult & Business
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 2

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 2
Course Description Prepare students to competently engage in supervisory and consultative roles while understanding the business and administrative aspects of professional psychological practice. Students will integrate evidence-based models of supervision, principles of consultation and strategies for effective practice management. Emphasis placed on ethical and legal considerations, cultural competence, interprofessional collaboration and financial sustainability in context of private and organizational practice
Prerequisites Admission to PBH_MA
Co-requisites n/a
Rationale for Placement in the Curriculum This course is designed to address initial development of Profession Wide Competencies (both foundational and functional competencies) particularly Supervision and Consultation Skills, as well as to help facilitate a basic understanding of the business practices of psychology, both with insurance, financial management and administration.
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
CLP6XXX: Supervision, Consultation, & the Business of Psychology
(2 Credit Hrs)
Semester: Summer 2029
Delivery Format: *On-Campus*
Course Website or E-Learning *if applicable*

Instructor Name: David Janicke
Room Number: HPNP Building #3135
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu
Office Hours: 11am to noon, Thursday
Preferred Course Communications: email
Prerequisites: Admission to MA in Psychology (Clinical and Health Psychology track)

PURPOSE AND OUTCOME

Course Overview
Prepare students to competently engage in supervisory and consultative roles while understanding the business and administrative aspects of professional psychological practice. Students will integrate evidence-based models of supervision, principles of consultation and strategies for effective practice management. Emphasis placed on ethical and legal considerations, cultural competence, interprofessional collaboration and financial sustainability in context of private and organizational practice.

Relation to Program Outcomes
This course is designed to address initial development of Profession Wide Competencies (both foundational and functional competencies) particularly Supervision and Consultation Skills, as well as to help facilitate a basic understanding of the business practices of psychology, both with insurance, financial management and administration.

Course Objectives and/or Goals
By the end of the course, students will be able to:
1. Analyze and apply major models of clinical supervision and consultation.
2. Demonstrate skills for providing constructive feedback and evaluation to supervisees.
3. Identify ethical, legal, and cultural issues relevant to supervision and consultation.
4. Develop strategies for effective business planning, financial management, and marketing in psychology.
5. Identify and describe different licensure, regulatory, and reimbursement systems in mental health care.
6. Apply leadership and organizational skills to consulting and supervisory contexts.

Instructional Methods
Completion of quizzes, lectures with group discussion, some videos and group activities will comprise the majority of class sessions. The role of the instructors will be to: present an overview of selected topics from the readings, provide additional reading material and learning resources with up-to-date research findings, encourage active participation in discussions of the material, guide group activities and provide timely performance feedback. Expectations for students are to attend class fully prepared, read assigned materials prior to class in preparation for quizzes and lectures, participate actively in discussions, and embrace activities so as to facilitate optimal learning and allow assessment of the basic knowledge and skills.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic(s)	Readings
1	Introduction to Supervision, Consultation, and the Business of Psychology	• Falender, CA, & Shafranske, EP (2021). Chapter 1 – The Practice of Clinical Supervision. • Barnett & Musewicz. Training to Begin a Private Practice - Chapter 17 in (ed) Printsein, M. (2022). The portable Mentor: Expert Guide to a Successful Career in Psychology.
2	Models of Supervision; What makes Effective Supervision ***Discussion Post due 9am day before class**	• Falender & Shafranske (2021), Chapter 2 - What Makes for Good and Effective Clinical Supervision (or Not) • Falender & Shafranske (2021), Chapter 3 - Building Clinical Competence and Facilitating Professional Development.
3	Supervision Skills and Processes ***Discussion Post due 9am day before class**	• Falender & Shafranske (2021), Ch. 5 – Alliance in Clinical Supervision • Falender & Shafranske (2021), Ch. 6 – Addressing Personal Factors in Clinical Supervision
4	Multiculturalism in Supervision; Evaluation in the Supervision	• Falender & Shafranske (2021), Ch. 4 – Building Multiculturalism and Diversity Competence in Clinical Supervision • Falender & Shafranske (2021), Ch. 8: Evaluation in the Supervisory Process
5	Ethical and Legal Issues in Supervision ***Discussion Post due 9am day before class**	• APA Ethics Code (2017), Standards 2.05, 3.04, 7.06, 7.07. • Falender & Shafranske (2021), Ch. 7: Ethical and Legal Perspectives and Risk Management
6	Consultation in Psychology; Profess, Ethics and Legal Issue ***Discussion Post due 9am day before class**	• Falender & Shafranske (2020). Chapter 1 - Consultation in Psychology: A Distinct Professional Practice • Falender & Shafranske (2020). Chapter 3 - Ethical, Legal & Professional Issues in Consultation for Psychologists • Beidas et al (2013). Therapist perspectives on the effective elements of consultation following training

Week	Topic(s)	Readings
7	Consultation & Integrative Care for the Health Service Psychologist ***Discussion Post due 9am day before class**	• Falender & Shafranske (2020). Chapter 4 - Consultation in Health Service Psychology: The Present and the Future • Falender & Shafranske (2020). Chapter 5 – Consultation in Interprofessional Practice and Collaboration
8	Consultation in Pediatric and Medical Settings ***Discussion Post due 9am day before class** ****Supervision Role Play Video & Self-Analysis Due**	• Falender & Shafranske (2020). Chapter 7 – Pediatric Consultation • Falender & Shafranske (2020). Chapter 8 - Consultation in Medical Settings
9	Business of Psychology I: Practice Models and Planning ***Discussion Post due 9am day before class**	• Knapp, SJ & Fingerhut, R(2024). Business issues. In Eds (Knapp & Fingerhut) Practical ethics for psychologists. • Herz, GI (2022). The Future of Independent Psychology Practice is Here Now. *Practice Innovations, 8*, 34-49.
10	Business of Psychology II: Financial Management; ***Discussion Post due 9am day before class** Commercial and Government Insurance (i.e. Medicaid & Medicare)	• Koocher, GP & Soibatian C (2017). Understanding Fees in Mental Health Practice. *Practice Innovation, 3*, 123-135. • Zhu et al (2024). Insurance acceptance and cash pay rates for psychotherapy in the US. health Affairs Scholar, 2(9). • Herz G (2024). Medicare reimbursement for psychologists. *Practice Innovations.* Advance online publication. https://doi.org/10.1037/pri0000271 • Herz GI & Lepkowsky CM (2024). Medicare participation: Considerations for the independent practitioner psychologist. *Practice Innovations.* Advance online publication. https://doi.org/10.1037/pri0000254 • Bui et al (2021). A Reduction in Health Care Expenditures Linked to Mental Health Service Use Among Adults With Chronic Physical Conditions. *Psychiatric Services, 72*, 677-775

Week	Topic(s)	Readings
11	Business of Psychology III: Marketing and Growth ***Discussion Post due 9am day before class** Regulatory and Risk Management Issues	• Barnett, J. E. (2018). "Marketing Your Practice While Respecting Client Welfare" (*Professional Psychology: Research and Practice*). • Barnett, JE (2025). Ethical Advertising and Marketing for Mental Health Practitioners. *Practice Innovations*
12	Future Directions & Professional ***Discussion Post due 9am day before class** ****Insurance/Regulation Mini-Analysis Paper Due**	• APA (2023). Emerging Trends in Psychology Practice. • Habben & Bollger (2022).) Obtaining a License to Practice Psychology (Ch 18), in Prinstein (Ed) – The Portable Mentor – Expert Guide to a Successful Career in Psychology • Cox, D.R.(2022) Becoming a Specialist: Board Certification (Ch 19), in Prinstein (Ed) – The Portable Mentor – Expert Guide to a Successful Career in Psychology. • Dodgen, D & Williams-Nickelson, C (2022). Getting Involved in Professional Organizations: A Gateway to Career Advancement. in Prinstein (Ed) – The Portable Mentor – Expert Guide to a Successful Career in Psychology.
FINAL EXAM	During Finals week	

Course Materials and Technology

<u>**Text**</u>
- Falender, CA, & Shafranske, EP. (2021). *Clinical Supervision: A Competency-Based Approach* (2nd ed.). American Psychological Association. Washington, DC.

- Falender, CA & Shafranske, EP. (2020). Consultation in Psychology: A Competency-Based Approach (1st ed.) American Psychological Association. Washington, DC.

- Printsein, M. (2022). The portable Mentor: Expert Guide to a Successful Career in Psychology.

<u>**Readings/Articles**</u>
- Barnett, J. E. (2018). "Marketing Your Practice While Respecting Client Welfare" (*Professional Psychology: Research and Practice*).

- Barnett, JE (2025). Ethical Advertising and Marketing for Mental Health Practitioners. *Practice Innovations*

- Barnett & Musewicz.   Training to Begin a Private Practice - Chapter 17 in (ed) Printsein, M. (2022). The portable Mentor: Expert Guide to a Successful Career in Psychology.

- Bui et al (2021). A Reduction in Health Care Expenditures Linked to Mental Health Service Use Among Adults With Chronic Physical Conditions. *Psychiatric Services, 72*, 677-775

- Cox, D.R.(2022) Becoming a Specialist: Board Certification (Ch 19), in Prinstein (Ed) – The Portable Mentor – Expert Guide to a Successful Career in Psychology.

- Dodgen, D & Williams-Nickelson, C (2022). Getting Involved in Professional Organizations: A Gateway to Career Advancement. in Prinstein (Ed) – The Portable Mentor – Expert Guide to a Successful Career in Psychology.

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- Herz, GI (2022). The Future of Independent Psychology Practice is Here Now. *Practice Innovations, 8*, 34-49.

- Herz G (2024). Medicare reimbursement for psychologists. *Practice Innovations.* Advance online publication. https://doi.org/10.1037/pri0000271

- Herz GI & Lepkowsky CM (2024). Medicare participation: Considerations for the independent practitioner psychologist. *Practice Innovations.* Advance online publication. https://doi.org/10.1037/pri0000254

- Knapp, SJ & Fingerhut, R(2024). Business issues. In Eds (Knapp & Fingerhut) Practical ethics for psychologists.

- Koocher, GP & Soibatian C (2017). Understanding Fees in Mental Health Practice. *Practice Innovation, 3*, 123-135.

- Zhu et al (2024). Insurance acceptance and cash pay rates for psychotherapy in the US. health Affairs Scholar, 2(9).

ACADEMIC REQUIREMENTS AND GRADING

Assignments

(1) Discussion Posts (20 pts of grade).
Starting in Week 2 and thru week 12, students will be expected to complete discussion posts. They will all be due the before class at **9am**. You will post on the class discussion board for that week. These posts should be fairly brief (around 200 words) and represent an opportunity for you to synthesize your reactions to the readings. You are encouraged to present your thoughts and feelings, as well as any questions, concerns, or suggestions you may have regarding the material and/or possible future directions for consideration. Your posts/questions will be used to stimulate discussion during class that week. Each post will be worth 2 points. Only your top 10 scores out of a potential 11 discussion posts will be used in determining your grade

(2) Supervision Skills Demonstration (25 pts) – Recorded or live role-play with peer feedback. Due at the beginning of class on week 8

Students will participate in a 15-minute supervision role-play in which they act as the supervisor. A standardized supervisee will present learning needs, resistance, cultural considerations, or ethical dilemmas. The student will submit a video recording of the role play and also submit a 1-page self-reflection analyzing strengths, growth areas, and theoretical grounding. Students must:

- Demonstrate feedback delivery skills.

- Maintain supervisory alliance and structure.
- Use reflective practice and cultural humility.
- Identify potential ethical/legal risks and how to address them.

Scoring Rubric

- Supervisory communication & alliance-building (5 pts)
- Feedback and competency-based evaluation skills (5 pts)
- Ethical/cultural sensitivity (5 pts)
- Professionalism (5 pts)
- Self-reflection (5 pts)

(3) Insurance/Regulation Mini-Analysis: "Follow the Dollar" (25 pts) – Due last day of class during week 12

Students will pick one of the following systems:
  - Medicare Part B
  - Medicaid (state-specific)
  - Major commercial insurer (e.g., Aetna, BCBS, UHC)
  - Self-pay/hybrid practice model

Student will produce a brief analytic report (3–4 pages) that explains
  - How reimbursement works (CPT codes, documentation, claims cycle).
  - Typical reimbursement rates and how they differ from peers.
  - Advantages/disadvantages of participation for psychologists.
  - Administrative burden (credentialing, audits, compliance).
  - Implications for equity and access (using Zhu et al. and Bui et al. if relevant).
  - Recommendations for a new psychologist deciding whether to join.

Grading Rubric
  - Accurate description of reimbursement structure (5 pts)
  - Insightful analysis of pros/cons and equity issues (5 pts)
  - Integration of course readings (3 pts)
  - Clarity and organization (2 pts)

(3) Final Exam (30 pts) – The final exam will be held in person (in class) and occur during finals week. The final exam will cover material from the entire class and consist of a combination of short-answer, applied case vignettes, and one essay question.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Discussion Posts	Day before class on week 2 - 12	20%
Supervision Skills Demonstration	Due week 8 and the beginning of class	25%
Insurance/Regulation Mini-Analysis:	Due the last day of class during week 12	25%
Final Exam	During Finals week	30%

Percentage Earned	Letter Grade
93-100	A
90-92	A-
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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.

In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades. [Only include if applicable; This does not apply to graduate level courses. Please remove if the course is 5XXX or above.]

Letter Grade	Grade Points
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E	0.0
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Exam Policy
Any exams will occur during the class period, in person. Exam will be proctored by the instructor.

Policy Related to Make Up Exams or Other Work

Make-up exams will not be given unless an appropriate and verifiable excuse is provided (see UF policy for excused absences below). It is the students' responsibility to contact the instructor by e-mail prior to missing the scheduled exam. Requests must be turned into the instructor <u>within one week of the scheduled exam date</u>. Students who miss an exam but have an approved excuse must also make arrangements within one week of the original exam date. In the absence of an approved excuse, a missed exam will result in zero points.

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Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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."

Course|New for request 22294

Info

Request: CLP 6XXX Wired to Behave: The Biology of Mind & Action
Description of request: The College of Public Health and Health Professions requests to create new course: CLPXXX Wired to Behave: The Biology of Mind & Action.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 12/16/2025 11:21:36 AM
Form version: 1

Responses
Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Wired to Behave: The Biology of Mind & Action
Transcript Title Behave: Bio of Mind & Action
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Examines biological foundations of behavior with direct clinical application. Students integrate neuroanatomy, neurophysiology, endocrine and neurotransmitter systems with network models of cognition, psychopathology mechanisms, and lifespan change. The emphasis is on translating evidence to clinical assessment and intervention.
Prerequisites Admission into PBH_MS or PBH_MA
Co-requisites n/a
Rationale for Placement in the Curriculum This course fulfills discipline specific knowledge coverage of biological bases of behavior per the APA Standards of Accreditation for Health Service Psychology programs. Primary coverage occurs in Modules 1–3 and 5; Module 4 extends lifespan neurobiology relevant to clinical practice.
Syllabus Content Requirements All Items Included

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University of Florida
College of Public Health & Health Professions Syllabus
CLPXXX: Wired to Behave: The Biology of Mind & Action (3 credits)
Semester TBD: Spring 2029
Delivery Format: *On-Campus*

</div>

Instructor Name: Jared Tanner, PhD
Room Number: HPNP Bldg #3154
Phone Number: 352-273-5928
Email Address: jjtanner@phhp.ufl.edu
Office Hours: 11am to noon, Thursday
Preferred Course Communications: email

Prerequisites

Admission to master's Program in Psychology (Clinical and Health Psychology track)

PURPOSE AND OUTCOME

Course Overview

Examines biological foundations of behavior with direct clinical application. Students integrate neuroanatomy, neurophysiology, endocrine and neurotransmitter systems with network models of cognition, psychopathology mechanisms, and lifespan change. The emphasis is on translating evidence to clinical assessment and intervention.

Relation to Program Outcomes

This course fulfills discipline -specific knowledge coverage of biological bases of behavior per the APA Standards of Accreditation for Health Service Psychology programs. Primary coverage occurs in Modules 1–3 and 5; Module 4 extends lifespan neurobiology relevant to clinical practice.

Course Objectives and/or Goals

Upon successful completion of the course, students will be able to:

1. Discriminate between major brain systems, neurotransmitter pathways, and endocrine mechanisms underlying behavior and psychopathology using diagrams or case data.
2. Formulate mechanism-based hypotheses linking patient symptoms to specific brain regions/circuits/networks and neurochemical/endocrine processes.
3. Design concise, biologically rational assessment plans by selecting psychological measures aligned to hypothesized systems.
4. Prescribe evidence-based intervention rationales—including psychopharmacology side-effect mitigation and neuromodulation targets—appropriate to case constraints and risks.
5. Perform basic interpretation of provided neuroimaging/psychophysiology figures and summary tables to inform clinical decision-making.
6. Solve integrative case vignettes by synthesizing developmental/degenerative mechanisms with ethical and practical considerations to produce mechanism-informed care plans.

Instructional Methods

Class sessions combine brief instructor lectures with seminar-style discussion, case-based labs, and occasional short videos or data walk-throughs. Instructors will: (a) contextualize key concepts and connect readings to clinical

applications; (b) curate up-to-date primary sources and resources; (c) facilitate case discussions and lab activities; and (d) provide timely, constructive feedback on assignments.

Student expectations: come prepared (readings completed and notes ready), participate substantively in discussions, and produce professional, evidence-based written work aligned with course objectives.

Class time will involve a clinically relevant "lab" session. Each lab centers on a concise clinical vignette plus a small set of clinically relevant behavioral and/or medical indicators (e.g., symptom scales, a brief cognitive assessment or summary, a sleep/actigraphy snapshot, and one biologically relevant marker such as CRP or cortisol; occasionally a simple network/circuit figure). Students, in small groups, map presenting problems to plausible biological mechanisms (circuits/networks, neurotransmitters, endocrine/immune processes) and identify actionable assessments or interventions consistent with those mechanisms.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
**Module 1 – Foundations of Clinical Neuroscience**		
1		Macro/Micro Neuroanatomy & Neurophysiology	Schoenberg, M.R., Marsh, P.J., Lerner, A.J. (2011). Neuroanatomy Primer: Structure and Function of the Human Nervous System. In: Schoenberg, M., Scott, J. (eds) The Little Black Book of Neuropsychology. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-76978-3_3
2		Endocrine & Brain–Body Interfaces	Herman, J. P., McKlveen, J. M., Ghosal, S., Kopp, B., Wulsin, A., Makinson, R., Scheimann, J., & Myers, B. (2016). Regulation of the Hypothalamic-Pituitary-Adrenocortical Stress Response. *Comprehensive Physiology*, *6*(2), 603–621. https://doi.org/10.1002/cphy.c150015 Sapolsky, R. M., Romero, L. M., & Munck, A. U. (2000). How do glucocorticoids influence stress responses? Integrating permissive, suppressive, stimulatory, and preparative actions. *Endocrine reviews*, *21*(1), 55–89. https://doi.org/10.1210/edrv.21.1.0389
3		Systems-Level Cognitive Neuroscience & Psychopharmacology Primer	Hansen, J.Y., Shafiei, G., Markello, R.D. *et al.* Mapping neurotransmitter systems to the structural and functional organization of the human neocortex. *Nat Neurosci* **25**, 1569–1581 (2022). https://doi.org/10.1038/s41593-022-01186-3 Robinson E. (2018). Psychopharmacology: From serendipitous discoveries to rationale design, but what next?. *Brain and neuroscience advances*, *2*, 2398212818812629. https://doi.org/10.1177/2398212818812629
**Module 2 – Neurobiology of Major Psychopathologies**		

Week	Date(s)	Topic(s)	Readings
4		Depression	Ferrari, F., & Villa, R. F. (2017). The neurobiology of depression: an integrated overview from biological theories to clinical evidence. *Molecular neurobiology*, *54*(7), 4847-4865. Paganin, W., & Signorini, S. (2024). Inflammatory biomarkers in depression: scoping review. *BJPsych open*, *10*(5), e165. https://doi.org/10.1192/bjo.2024.787
5		Anxiety	Daviu, N., Bruchas, M. R., Moghaddam, B., Sandi, C., & Beyeler, A. (2019). Neurobiological links between stress and anxiety. *Neurobiology of stress*, *11*, 100191.
6		Psychotic Disorders	Coutts, F., Koutsouleris, N. & McGuire, P. Psychotic disorders as a framework for precision psychiatry. *Nat Rev Neurol* **19**, 221–234 (2023). https://doi.org/10.1038/s41582-023-00779-1
Module 3 – Higher Cognition			
7		Executive Systems	Niendam, T. A., Laird, A. R., Ray, K. L., Dean, Y. M., Glahn, D. C., & Carter, C. S. (2012). Meta-analytic evidence for a superordinate cognitive control network subserving diverse executive functions. *Cognitive, affective & behavioral neuroscience*, *12*(2), 241–268. https://doi.org/10.3758/s13415-011-0083-5
8		Auditory and Language Neurobiology	Fedorenko, E., Ivanova, A.A. & Regev, T.I. The language network as a natural kind within the broader landscape of the human brain. *Nat. Rev. Neurosci.* **25**, 289–312 (2024). https://doi.org/10.1038/s41583-024-00802-4
9		Memory Systems	Squire, L. R., & Dede, A. J. (2015). Conscious and unconscious memory systems. *Cold Spring Harbor perspectives in biology*, *7*(3), a021667. https://cshperspectives.cshlp.org/content/7/3/a021667.full.pdf
Module 4 - Lifespan Development & Degeneration			
10		Adolescence & Social Brain	Blakemore, S. J. (2008). The social brain in adolescence. *Nature Reviews Neuroscience*, *9*(4), 267-277. Sawyer, S. M., Afifi, R. A., Bearinger, L. H., Blakemore, S. J., Dick, B., Ezeh, A. C., & Patton, G. C. (2012). Adolescence: a foundation for future health. *The lancet*, *379*(9826), 1630-1640.
11		Midlife Allostatic Load—Stress, Sleep & Cardiometabolic Effects	Juster, R. P., McEwen, B. S., & Lupien, S. J. (2010). Allostatic load biomarkers of chronic stress and impact on health and cognition. *Neuroscience and biobehavioral reviews*, *35*(1), 2–16. https://doi.org/10.1016/j.neubiorev.2009.10.002 Dejenie, T. A., G/Medhin, M. T., Admasu, F. T., Adella, G. A., Enyew, E. F., Kifle, Z. D., Seid, M. A., Mengstie, M. A., & Abebe, E. C. (2022). Impact of objectively-measured sleep duration on cardiometabolic health: A systematic review of recent evidence. *Frontiers in endocrinology*, *13*, 1064969. https://doi.org/10.3389/fendo.2022.1064969

Week	Date(s)	Topic(s)	Readings
12		Neurodegeneration—MCI, Alzheimer's, and Frontotemporal Syndromes	Scheltens, P., De Strooper, B., Kivipelto, M., Holstege, H., Chételat, G., Teunissen, C. E., Cummings, J., & van der Flier, W. M. (2021). Alzheimer's disease. *Lancet*, *397*(10284), 1577–1590. https://doi.org/10.1016/S0140-6736(20)32205-4 Mori, K., & Ikeda, M. (2022). Biological basis and psychiatric symptoms in frontotemporal dementia. *Psychiatry and Clinical Neurosciences*, *76*(8), 351-360.
Module 5 – Clinical Assessment & Interventions			
13		Clinical Assessment—Integrating Biological and Behavioral Indicators	Cuthbert B. N. (2022). Research Domain Criteria (RDoC): Progress and Potential. *Current directions in psychological science*, *31*(2), 107–114. https://doi.org/10.1177/09637214211051363 Engel, S., Klusmann, H., Laufer, S., Kapp, C., Schumacher, S., & Knaevelsrud, C. (2022). Biological markers in clinical psychological research-A systematic framework applied to HPA axis regulation in PTSD. *Comprehensive Psychoneuroendocrinology*, *11*, 100148.
14		Neuromodulation & Cognitive (Pre)Rehabilitation	Lefaucheur, J. P., Aleman, A., Baeken, C., Benninger, D. H., Brunelin, J., Di Lazzaro, V., Filipović, S. R., Grefkes, C., Hasan, A., Hummel, F. C., Jääskeläinen, S. K., Langguth, B., Leocani, L., Londero, A., Nardone, R., Nguyen, J. P., Nyffeler, T., Oliveira-Maia, A. J., Oliviero, A., Padberg, F., … Ziemann, U. (2020). Evidence-based guidelines on the therapeutic use of repetitive transcranial magnetic stimulation (rTMS): An update (2014-2018). *Clinical neurophysiology : official journal of the International Federation of Clinical Neurophysiology*, *131*(2), 474–528. https://doi.org/10.1016/j.clinph.2019.11.002 Cicerone, K. D., Goldin, Y., Ganci, K., Rosenbaum, A., Wethe, J. V., Langenbahn, D. M., ... & Harley, J. P. (2019). Evidence-based cognitive rehabilitation: systematic review of the literature from 2009 through 2014. *Archives of physical medicine and rehabilitation*, *100*(8), 1515-1533.

Course Materials and Technology

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

- Blakemore, S. J. (2008). The social brain in adolescence. Nature Reviews Neuroscience, 9(4), 267–277.
- Cicerone, K. D., Goldin, Y., Ganci, K., Rosenbaum, A., Wethe, J. V., Langenbahn, D. M., ... & Harley, J. P. (2019). Evidence-based cognitive rehabilitation: systematic review of the literature from 2009 through 2014. *Archives of physical medicine and rehabilitation*, *100*(8), 1515-1533.
- Coutts, F., Koutsouleris, N., & McGuire, P. (2023). Psychotic disorders as a framework for precision psychiatry. Nature Reviews Neurology, 19, 221–234. https://doi.org/10.1038/s41582-023-00779-1

- Cuthbert, B. N. (2022). Research Domain Criteria (RDoC): Progress and Potential. Current Directions in Psychological Science, 31(2), 107–114. https://doi.org/10.1177/09637214211051363
- Daviu, N., Bruchas, M. R., Moghaddam, B., Sandi, C., & Beyeler, A. (2019). Neurobiological links between stress and anxiety. Neurobiology of Stress, 11, 100191.
- Dejenie, T. A., G/Medhin, M. T., Admasu, F. T., Adella, G. A., Enyew, E. F., Kifle, Z. D., Seid, M. A., Mengstie, M. A., & Abebe, E. C. (2022). Impact of objectively-measured sleep duration on cardiometabolic health: A systematic review of recent evidence. Frontiers in Endocrinology, 13, 1064969. https://doi.org/10.3389/fendo.2022.1064969
- Engel, S., Klusmann, H., Laufer, S., Kapp, C., Schumacher, S., & Knaevelsrud, C. (2022). Biological markers in clinical psychological research—A systematic framework applied to HPA axis regulation in PTSD. Comprehensive Psychoneuroendocrinology, 11, 100148.
- Fedorenko, E., Ivanova, A. A., & Regev, T. I. (2024). The language network as a natural kind within the broader landscape of the human brain. Nature Reviews Neuroscience, 25, 289–312. https://doi.org/10.1038/s41583-024-00802-4
- Ferrari, F., & Villa, R. F. (2017). The neurobiology of depression: An integrated overview from biological theories to clinical evidence. Molecular Neurobiology, 54(7), 4847–4865.
- Hansen, J. Y., Shafiei, G., Markello, R. D., et al. (2022). Mapping neurotransmitter systems to the structural and functional organization of the human neocortex. Nature Neuroscience, 25, 1569–1581. https://doi.org/10.1038/s41593-022-01186-3
- Herman, J. P., McKlveen, J. M., Ghosal, S., Kopp, B., Wulsin, A., Makinson, R., Scheimann, J., & Myers, B. (2016). Regulation of the hypothalamic-pituitary-adrenocortical stress response. Comprehensive Physiology, 6(2), 603–621. https://doi.org/10.1002/cphy.c150015
- Juster, R. P., McEwen, B. S., & Lupien, S. J. (2010). Allostatic load biomarkers of chronic stress and impact on health and cognition. Neuroscience & Biobehavioral Reviews, 35(1), 2–16. https://doi.org/10.1016/j.neubiorev.2009.10.002
- Mori, K., & Ikeda, M. (2022). Biological basis and psychiatric symptoms in frontotemporal dementia. Psychiatry and Clinical Neurosciences, 76(8), 351–360.
- Niendam, T. A., Laird, A. R., Ray, K. L., Dean, Y. M., Glahn, D. C., & Carter, C. S. (2012). Meta-analytic evidence for a superordinate cognitive control network subserving diverse executive functions. Cognitive, Affective, & Behavioral Neuroscience, 12(2), 241–268. https://doi.org/10.3758/s13415-011-0083-5
- Paganin, W., & Signorini, S. (2024). Inflammatory biomarkers in depression: Scoping review. BJPsych Open, 10(5), e165. https://doi.org/10.1192/bjo.2024.787
- Robinson, E. (2018). Psychopharmacology: From serendipitous discoveries to rationale design, but what next? Brain and Neuroscience Advances, 2, 2398212818812629. https://doi.org/10.1177/2398212818812629
- Sapolsky, R. M., Romero, L. M., & Munck, A. U. (2000). How do glucocorticoids influence stress responses? Integrating permissive, suppressive, stimulatory, and preparative actions. Endocrine Reviews, 21(1), 55–89. https://doi.org/10.1210/edrv.21.1.0389
- Scheltens, P., De Strooper, B., Kivipelto, M., Holstege, H., Chételat, G., Teunissen, C. E., Cummings, J., & van der Flier, W. M. (2021). Alzheimer's disease. The Lancet, 397(10284), 1577–1590. https://doi.org/10.1016/S0140-6736(20)32205-4
- Schoenberg, M. R., Marsh, P. J., & Lerner, A. J. (2011). Neuroanatomy Primer: Structure and Function of the Human Nervous System. In: Schoenberg, M., & Scott, J. (Eds.), The Little Black Book of Neuropsychology. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-76978-3_3

- Sawyer, S. M., Afifi, R. A., Bearinger, L. H., Blakemore, S. J., Dick, B., Ezeh, A. C., & Patton, G. C. (2012). Adolescence: A foundation for future health. The Lancet, 379(9826), 1630–1640.
- Squire, L. R., & Dede, A. J. (2015). Conscious and unconscious memory systems. Cold Spring Harbor Perspectives in Biology, 7(3), a021667.
  https://cshperspectives.cshlp.org/content/7/3/a021667.full.pdf

ACADEMIC REQUIREMENTS AND GRADING

Assignments
All work is submitted via Canvas (12-pt Times New Roman, 1-inch margins). Use the filename format: **Lastname_Firstname_Assignment_Wk##**. Unless noted, due **at the start of the first class meeting each week**. Late work accepted up to 48 hours with a 10% deduction per day; beyond that only with documented circumstances.

1) Assigned Reading Reaction Papers — 8 × 10 = 80 pts
   a. Any 8 of Weeks 1–14 (student's choice). Due: Friday 11:59 pm of the topic week.
      Spec: 350–450 words answering the three posted prompts; cite required reading(s) + one peer-reviewed source (include DOI/URL).
2) Reading Check Quizzes — 10 × 6 = 60 pts
   a. Students complete 10 of 14 quizzes on topics of their choice. Due: Before the first class of the topic week (Canvas). Drop: Lowest 1 dropped → 9 counted (still 60 max).
3) Module Lab Papers — 5 × 12 = 60 pts
   a. Week 3 (Module 1), Week 6 (Module 2), Week 9 (Module 3), Week 12 (Module 4), Week 14 (Module 5). Due: 11:59 pm the day after the module's final class. Length: 350–450 words. Requirements: Mechanism-informed case map (circuits/networks + neurotransmitter/endocrine/immune element). Data interpretation: What the provided indicators suggest/rule out. Treatment plan: One immediate assessment step + one intervention/referral with rationale.
4) Final Clinical Integration Project (slides + integrated scholarly review) — 1 × 100 = 100 pts. Submit by Finals Week. 10–12 slides plus a 1,000-word integrated review. Must include: mechanism model; brief literature review (≥10 peer-reviewed sources); biological and behavioral assessment plan; intervention rationale; feasibility/ethics.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Reaction Papers	Weekly	80 points
Reading Quizzes	Weekly	60 points
Module Lab Papers	Weeks 3, 6, 9, 12, 14	60 points
Final Project		100 points

Point system used

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.

More information may be found on the UF grading policy

Exam Policy
All quizzes are taken on Canvas. They are open readings and notes.

Policy Related to Make Up Exams or Other Work
Make-up quizzes or assignments will not be given unless an appropriate and verifiable excuse is provided (see UF policy for excused absences below). It is the students' responsibility to contact the instructor by e-mail prior to missing the scheduled exam. Requests must be turned into the instructor within one week of the scheduled due date. Students who miss a quiz or assignment but have an approved excuse must also make arrangements within one week of the original date. In the absence of an approved excuse, a missed assignment or quiz will result in zero points. Each day late will result in 10% loss of points on the assignment. Assignments or quizzes will not be accepted after 48 hours late without prior arrangement with the instructor.

Course Policy Related to Required Class Attendance

Students are expected to arrive on time to class meetings and remain throughout the scheduled class time. Attendance of class is mandatory. Three or more unexcused absences will result in failure of the course. Missed classes due to illness will require demonstration of making up missed work and experiences. If students must be absent, it is expected they will contact the instructor as soon as possible and be responsible for any missed material. Students who miss lectures are expected to acquire lecture notes from other students who attended.

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If you must miss a class because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the date when you will be absent. Please note that all faculty are bound by the UF policy for excused absences.

In the event you experience an unexpected illness, family, or otherwise personal emergency **please notify us immediately via email** to set up alternative arrangements. You must provide clear evidence that you have made up any and all work and training experiences that you missed.

Policy Related to AI Use in This Course

When authorized by the course director, students may use AI technologies in the completion of coursework as long as they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party software you use (e.g. proof reading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs, but does not demonstrate development in your professional practice.

Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk.
UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines

ACADEMIC POLICIES & RESOURCES

Information about University Academic Policies and Resources.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
You are expected to complete all required reading before class and be well prepared to participate actively in live discussions of the reading material. You are responsible for demonstrating your understanding (or lack thereof) of the material via comments that you initiate. Critical comments are welcome as long as they contribute to open ongoing respectful discussion.

Electronic devices may be required for some of the quizzes, which can be taken via Canvas. Unless otherwise instructed, please refrain from excessive use of tablets, laptops, cell phones or any other electronic devices while

participating in class as it can become distracting and inconsiderate of other students and the instructor. Please do not arrive late to class as it is distracting and inconsiderate of others.

Communications Guidelines

I appreciate and encourage questions about the lecture material and contributions of your own knowledge about the subject during class. For a successful course, it is essential that an atmosphere of respect is maintained. It is important that you treat everyone in the classroom with respect and allow them a place to speak. It is perfectly fine to express how strongly you feel about something, but you must allow others this same opportunity, and you must be respectful and sensitive to others' views when expressing your own. If there is ever a time when you feel I have not given you, the class, or the topic that level of respect and sensitivity, please let me know. These standards for respectful communication apply to all email, discussion posts or other class communication.

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources.

Students can learn more about UPTurn as well as request an appointment.

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

Inclusive Learning Environment

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Course|New for request 21674

Info

Request: DIE 6XXX Clinical Nutrition Practicum
Description of request: In accordance with our accredited graduate dietetic program, we are putting in a graduate practicum course request for students to complete in Summer A. They will complete a 3-credit hour course, in which they will have a mix of didactic and experiential learning. In the experiential learning, students will attend a facility for 4 days during the week in weeks 3-6 for 32 hours. During weeks 1-2, they will attend 4 days of lectures to prepare them for the practicum.
Submitter: Jeanette Andrade jandrade1@ufl.edu
Created: 12/20/2025 8:57:39 AM
Form version: 2

Responses
Recommended Prefix DIE
Course Level 6

Course Number XXX
Lab Code None
Course Title Clinical Nutrition Practicum
Transcript Title Clinical Nutrition Practicum
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Summer
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Clinical Instruction
Course Type Internship
Weekly Contact Hours 3 hours per week the instructor will have contact with students
Course Description A practicum-based course designed to provide exposure and experiences in clinical sites (e.g., diabetes, and renal). Emphasizes skill development for entry-level practice.
Prerequisites B or better in DIE 6241 Advanced Medical Nutrition Therapy I.
Co-requisites N/A
Rationale for Placement in the Curriculum ONLY University of Florida Master of Science – Dietetic Internship Program graduate students may register for and complete this course. Only students formally registered for the course are permitted to attend lectures, be assigned preceptors, and complete quizzes/assignments.
Syllabus Content Requirements All Items Included

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DIE6### Clinical Nutrition Practicum

Summer A, [Year]
In-person, 3-credits

Instructor Dr. Jeanette Andrade, PhD, RDN/LDN, FAND

467b Food Science Building

352-294-3975

Jandrade1@ufl.edu

In-person office hours – Mondays and Wednesdays from 12-1pm or as requested

Course Description

A practicum-based course designed to provide exposure and experiences in clinical sites (e.g., diabetes and renal). Emphasizes skill development for entry-level practice.

Course Learning Objectives

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

1. Utilize the tenets of the Nutrition Care Process and the Academy's Code of Ethics when interacting with preceptors and clients

2. Illustrate effective counseling skills for diverse individuals and groups in various clinical settings

3. Implement an educational session or program/educational strategy for a target population

4. Design educational materials appropriate for health literacy, culture, and diverse backgrounds of target populations.

Course Overview and Purpose

The purpose of this course is to enhance students' counseling knowledge and skills working with diverse clients based on disease states and conditions. This practicum course exposes students to various areas within dietetics. Students will rotate through clinical areas within the 6-week course and complete assignments specific to that area.

Course Prerequisites

B or better in DIE 6241 Advanced Medical Nutrition Therapy I. Additionally, ONLY University of Florida Master of Science – Dietetic Internship Program graduate students may register for and complete this course. Only students formally registered for the course are permitted to attend lectures, be assigned preceptors, and complete quizzes/assignments

Textbooks, Learning Materials, and Supply Fees

There is NO official textbook for this course, but required readings are posted in the Canvas site that you MUST read. Note that there are 2 textbooks that can be considered to purchase to aid in physiology knowledge:

1.   Vander's Human Physiology 12th Edition; Widmair, Raff, and Strang.

OR

2.   Human Physiology: An Integrated Approach 6th or 7th Edition; Dee Unglaub Silverthorn

Additional course information and materials will be posted on E-Learning in Canvas (http://lss.at.ufl.edu/) that you may need to complete assignments. Lecture material and information are the property of the University of Florida and the course instructor and may not be used for any commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code.

Class Demeanor/Expectations

Use of Generative Artificial Intelligence (AI) Tools: The use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Copilot, Gemini, Claude, Navigator AI) in this course is permitted only with prior written approval from the instructor and only for limited, instructor-approved purposes. Approved uses may include brainstorming topics, refining research questions, organizing outlines, or improving clarity and grammar after the student has completed original work. AI tools may not be used to generate final answers, complete assignments, conduct analyses, produce reflections, simulate clinical reasoning, or create any form of professional or clinical documentation (including chart-style narratives), even hypothetically. Although you may not have the opportunity to chart in EPIC or other EMR-system during clinical experiences, the use of AI to generate or simulate clinical documentation is not permitted in this course. Students seeking to use AI must submit a written request to the instructor explaining which tool(s) will be used, the purpose for use, and how AI-generated content will be incorporated, if at all. Approved use may require submission of original work, AI prompts, and AI outputs. Any use of generative AI tools without explicit instructor approval, or beyond the approved scope, will be considered unauthorized assistance and treated as cheating under the UF Student Honor Code 4.040(3)(a), resulting in a failing (0%) grade for the assignment.

Technical Support
UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Weekly Course Schedule

Week	Topic	Assessment	Due Dates
1	An overview of Kidney Disease **Monday:** An overview of kidney diseases **Tuesday:** Counseling 101 **Wednesday:** Dietary patterns **Thursday:** A balancing act	•Kidney physiology modules •Counseling modules •Paper based case study •2 questions each for the guest speakers	
2	Kidney disease and nutrition **Monday**: Protein **Tuesday:** Sodium/Potassium **Wednesday:** Phosphorus/Calcium	•Paper based case study •2 questions each for the guest speakers	

Week	Topic	Assessment	Due Dates
	Thursday: Vitamin D		
3	Putting it into practice **Tuesday - Wednesday**: Dialysis clinic with assigned clinical preceptor **Thursday:** Debrief	• Renal Medications Worksheet •Renal Problematic Issues Chart •Paper-based case study •Renal Billing Handout •Renal Educational Material	
4	Diabetes facility – Monday thru Thursday	Pancreas module	
5	Diabetes facility – Monday thru Thursday	Social media post	
6	Diabetes facility – Monday thru Thursday	• Diabetes Medications Worksheet •Diabetes Problematic Issues Chart	

Grading Policy

Course grading is consistent with UF grading policies.

Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Kidney Anatomy & Physiology Module (3 videos at 10 points each)	30	15%
Counseling Modules (2 videos at 10 points each)	20	10%
Renal Guest Speaker questions (2 questions required for each guest speaker; total of 5 guest speakers)	10	5%
Renal Medications Worksheet	10	5%
Renal Problematic Issues Chart	10	5%
Case study notes (4 at 10 points each)	40	20%
Renal Billing Handout	10	5%
Renal Educational Material	30	15%
Pancreas Anatomy & Physiology Module	10	5%
Diabetes Medication Worksheet	10	5%
Diabetes Problematic Issues Chart	10	5%
Diabetes Social Media Post	10	5%
Total	**200**	**100%**

Grading Scale

[scale is required; plus and minus grades may be used but are not required]

Grade	Points	Percentage
A	186–200	93–100%
A-	180–185	90–92.9%
B+	174–179	87–89.9%
B	166–173	83–86.9%
B-	160–165	80–82.9%
C+	154–159	77–79.9%
C	146–153	73–76.9%
C-	140–145	70–72.9%
D+	134–139	67–69.9%
D	126–133	63–66.9%
D-	120–125	60–62.9%
S	0–119	<60%

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies

[required for online courses, list all technology used]

- Instructure (Canvas)
    - Instructure Privacy Policy
    - Instructure Accessibility
- Zoom
    - Zoom Privacy Policy
    - Zoom Accessibility

Additional information

Late work policy: All assignments are due by Friday at 11:59pm EST, unless otherwise stated in Canvas. Assignments submitted after this due date will be penalized with a late penalty of 10% per day, for up to 3 days. After this, assignments will not be accepted and will be given a grade of zero. For example, if an assignment is due on Friday at 11:59pm EST, and submitted on Saturday at 12:01am, 10% is deducted. On Sunday, a 20% penalty and on Monday, a 30% penalty. After Monday, the assignment would not be accepted and would receive a grade of zero. Extensions will be granted if there are extenuating circumstances, such as an illness, serious accident or family emergency, or for other acceptable reasons in accordance with university policies on absences.

Assignments (expanded)

Modules: 60 total points (6 modules at 10 points each)

- For each topic – kidney and diabetes, review the modules and take the quizzes that are embedded within each module video. The videos are no more than 20 minutes in length.
- Grading: completion of each quiz within the module – 10 points

Questions: 1 point per question for a total of 2 questions for the 5 guest speakers – 10 points

- For each of the guest speakers, please ask at least 2 questions. Each question asked you will receive a point for a total of 2 points per speaker.

Problematic Issues Chart: 20 points total (10 points each)

- In Canvas, download the problematic issues chart for renal and diabetes. The complications that may occur with disease states are listed, complete the chart for the related pathophysiology and the nutrition that is required/recommended.

Medication Chart: 20 total points (10 points each)

- In Canvas, download the medication chart for renal and diabetes. For the typical medications prescribed to individuals with renal diseases and/or diabetes, complete the chart to indicate the type of medication it is – heart, wáter pill, etc., the mechanism of action, nutrient/drug interactions, side effects, cost, patient education, helpful resources.

Renal Case Study Notes: 40 points total (10 points each)

- For the paper-based case studies, download them in Canvas and submit an ADIME note.
- For the case study discussion with the preceptor in the final week at the Dialysis clinic, provide a summary of the discussion.
- Grading
  - Assessment: 2 points
  - Diagnosis: 2 points
  - Intervention: 2 points

        o   Monitoring: 2 points
        o   Evaluation: 2 points

Renal Billing Handout: 10 points

- Create a 2-page patient-focused handout that outlines billing information for renal nutrition services using the coding and billing resources provided in Canvas.
    - Pick one to focus on: services for hemodialysis (in clinic), hemodialysis (home), or peritoneal dialysis.
    - Consider health and reading literacy of audience.
    - Consider only using 1 insurance to highlight information – Medicare, Medicaid, private, etc.
- Grading:
    - Relevance: The materials identified align with the goal/objectives. – 5 points
    - Language: Appropriate for 5th grade or less – 3 points
    - Grammatical/technical writing and references: Has <5 grammatical/technical writing errors and includes references, if using materials that have been published. – 2 points

Renal educational material: 30 points

- Draft a bulletin board concept for a local Fresenius clinic, using the topic chosen by the Fresenius dietitians. Your draft concept must be approved by them prior to (if time allows) setting up your bulletin board at the clinic during your in-person visit.
    - Bulletin board should be formatted with a professional, patient-friendly appearance.
    - Ensure the bulletin board content is appropriate for the patient population (i.e. cultural factors, literacy level, etc.) and have a balance between graphics and text.
    - Reading literacy score should be at a 5th grade level or below using the SMOG Index or Flesch-Kincaid
- Grading:
    - Information aligns with goals/objectives of the Dialysis clinic – 10 points
    - Information is evidenced-based and focused on references – 10 points
    - Color, font size, asthetic is pleasing – 5 points
    - No grammatical/technical errors – 5 points

Social Media Post: 10 total points

- Identify external factors affecting patient self-care of diabetes (i.e. burnout, caregiver support, socioeconomic status/DM costs, homelessness, (dis)abilities, racial, ethnic, or cultural factors, societal/peer perspectives, etc.).
    - Create an Instagram post (graphic(s) and description) highlighting one external factor to raise awareness and advocate for diabetes care. Graphics should have professional appearance and be no more than 10 slides.
- Grading:
    - Based on Evidence – 7 points

- Appropriate for social media – language, font size, appropriately professional design – 3 points

Reading List:

Renal Week 1:

- Alp Ikizler, T., Burrowes, J. D., Byham-Gray, L. D., Campbell, K. L., Carrero, J.-J., Chan, W., Fouque, D., Friedman, A. N., Ghaddar, S., Jordi Goldstein-Fuchs, D., Kaysen, G. A., Kopple, J. D., Teta, D., Yee-Moon Wang, A., & Cuppari, L. (2020). KDOQI clinical practice guideline for nutrition in CKD: 2020 update (Vol. 76, Issue 1). https://doi.org/10.1053/j.ajkd.2020.05.006
- Kramer H. (2019). Diet and Chronic kidney disease. Advances in Nutrition, 10, S367-379.
- Sullivan, V.K., & Rebholz, C.M. (2023). Nutrition epidemiology and dietary assessment for patients with kidney disease: A primer. American Journal of Kidney Disease, 81(6): 717-727.

Renal week 2:

- Pereira, R.A., dos Santos Alvarenga, M., Santos de Andrade, L., et al. (2023). Effect of nutritional behavioral intervention on intuitive eating in overweight women with chronic kidney disease. Journal of Renal Nutrition, 33(2), 289-297.
- Betz, M.V., Nemec, K.B., Zisman, A.L. (2023). Patient perception of plant-based diets for kidney disease. Journal of Renal Nutrition, 33(2), 243-248.
- Norris, K.C., Olabisi, O., Barnett, M.E., Meng, Y.X., Martins, D., et al. (2018). The role of vitamin D and oxidative stress in chronic kidney disease. International Journal of Environmental Research and Public Health, 15: 2701.

Renal week 3:
- Puchulu, M.B., Garcia-Fernandez, N., & Landry, M.J. (2023). Food insecurity and chronic kidney disease: Considerations for practitioners. Journal of Renal Nutrition, article in press.
- Madrigal, J.M., Cedillo-Couvert, E., Ricardo, A.C., Appel, L.J., Anderson, C.A.M., Deo, R., Hamm, L.L., Cornish-Zirker, D, et al. (2020). Neighborhood food outlet access and dietary intake among adults with chronic kidney disease: Results from the chronic renal insufficiency cohort (CRIC) study. Journal of the Academy of Nutrition and Dietetics, 120(7): 1151-1162.

Diabetes week 4:
- American Diabetes Association. Introduction: Standards of medical care in diabetes – 2022.
- Diabetes Care. 2022;45(S1):S1-S2. https://doi.org/10.2337/dc22-Sint.
- Goldenberg J Z, Day A, Brinkworth G D, Sato J, Yamada S, JÃnsson T et al. Efficacy and safety of low and very low carbohydrate diets for type 2 diabetes remission: systematic review and meta-analysis of published and unpublished randomized trial data BMJ 2021; 372 :m4743 doi:10.1136/bmj.m4743

Diabetes week 5:
- American Association of Diabetes Educators. "An effective model of diabetes care and education: revising the AADE7 Self-Care Behaviors®." The Diabetes Educator 46.2 (2020): 139-160.
- Adu, M. D., Malabu, U. H., Malau-Aduli, A. E., & Malau-Aduli, B. S. (2019). Enablers and

barriers to effective diabetes self-management: A multi-national investigation. PloS one, 14(6), e0217771.

Diabetes week 6:
- Chan, J. C., Lim, L. L., Wareham, N. J., Shaw, J. E., Orchard, T. J., Zhang, P., ... & Gregg, E. W. (2020). The Lancet Commission on diabetes: using data to transform diabetes care and patient lives. The Lancet, 396(10267), 2019-2082.
- Hill-Briggs, F., Adler, N. E., Berkowitz, S. A., Chin, M. H., Gary-Webb, T. L., Navas-Acien, A., ... & Haire-Joshu, D. (2021). Social determinants of health and diabetes: a scientific review. Diabetes care, 44(1), 258-279.

Course|New for request 22267

Info

Request: EDA 6910 Supervised Research
Description of request: The School of Human Development and Organizational Studies in Education is requesting that a new course be established in the Educational Leadership program.
Submitter: Jennifer Kent jenniferkent@ufl.edu
Created: 12/11/2025 2:22:39 PM
Form version: 5

Responses
Recommended Prefix EDA
Course Level 6

Course Number 910
Lab Code None
Course Title Supervised Research
Transcript Title Supervised Research
Delivery Method HB - Hybrid Blend (50-79% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? Yes
Multiple Offerings in a Single Semester Yes
If repeatable, # total repeatable credit allowed 5
Amount of Credit Variable
If variable, # min 1
If variable, # max 5
S/U Only? Yes
Contact Type Supervision of Teaching/Research
Course Type Supervised Research (6910)
Weekly Contact Hours One contact hour per 1 credit hour based on the variable credit.
Course Description Guides graduate students in educational leadership and policy through a supervised research project as part of the completion of their graduate degree while emphasizing real-world application. Equips students with the practical skills necessary to complete an individual research project using the expertise of the supervisor. The number of credit hours will vary based on the scope of the student's research.
Prerequisites EDL_EDD or EDL_PHD or EDL_EDS or EDL_MED or EDL_MAE

Rationale for Placement in the Curriculum Graduate course offered to MEd, EdS and pre-candidacy doctoral students in Educational Leadership and Policy as an elective for the fulfillment of their program of study.
Syllabus Content Requirements All Items Included

Supervised Research in Educational Leadership and Policy
EDA 6910: Section XXXX
Class Period and Location: Online Asynchronous
Academic Term: Spring 20XX,
3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: TBD   Office: TBD
E-mail: TBD   Office Hours: TBD
Office Phone: TBD

COURSE DESCRIPTION:

Guides graduate students in educational leadership and policy through a supervised research project as part of the completion of their graduate degree while emphasizing real-world application. Equips students with the practical skills necessary to complete an individual research project using the expertise of the supervisor. The number of credit hours will vary based on the scope of the student's research.

COURSE OBJECTIVES:

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

- Design and execute an independent research project that addresses a relevant issue in educational leadership or policy.
- Apply theoretical and practical knowledge to real-world educational contexts through supervised research.
- Demonstrate proficiency in research methodologies appropriate for educational leadership and policy studies.
- Collaborate effectively with a faculty supervisor to refine research.
- Communicate research findings clearly and professionally in written and oral formats suitable for academic and practitioner audiences.
- Reflect on the implications of research for practice and policy in educational leadership settings.
- Manage project scope and timelines to meet degree completion requirements within the allocated credit hours.

TEXTBOOKS:

Note: pursuant to the Board of Governors regulation 8.003, instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required
- American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.

- Graduate School. (2025). *University of Florida's Guide for Preparing Theses and Dissertations.* https://success.grad.ufl.edu/media/successgradufledu/pdf/Guide-for-Preparing-TD-2025.pdf

This syllabus is subject to change at the discretion of the instructor.

SCHEDULE:

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Schedule will vary depending on the number of credits enrolled. ==*Sample schedule below*==

Week	Topic	Assignment(s) Due
1	Research Proposal: Defining Your Research Problem and Purpose	Read *University of Florida's Guide for Preparing Theses and Dissertations*
2	Conducting Research for Policy Impact	Research Proposal Due
3	Navigating IRBs and Protocols; Informed consent, participant recruitment.	IRB Submission if required
4	Connecting Research to Real-World Educational Contexts	
5	Creating a Feasible Research Timeline	Progress Report #1 due
6	Drafting Summary Reports	
7	Strategies for Fieldwork	
8	Strategies for Effective Scholarly Writing	
9	Strategies for Data Management and Organization	Progress Report #2 due
10	Aligning with Academic Standards	
11	Drafting Your Findings and Discussion	
12	Preparing Your Final Paper for Submission	Progress Report #3 due
13	Delivering an Effective Research Presentation	
14	Synthesizing Research: Reflective Analysis	
15	Disseminating Research: From Publication to Policy Impact	Summary Draft due; Presentation if required.

This syllabus is subject to change at the discretion of the instructor.

COURSE ASSIGNMENTS:

Research Proposal Students will submit the research prospectus to the supervisor including required elements, timeline and scope; aligned with educational leadership and policy real-world application(s).

Research Progress Report(s): Students will submit one or more progress reports (depending on number of credit hours) to the supervisor. Reports will summarize progress since last report and address any challenges encountered and how supervisor feedback was incorporated.

Summary Draft: Students will submit a summary draft of the research conducted including all elements defined in the proposal.

GRADING:

Course Grading Scale: Satisfactory / Unsatisfactory

Satisfactory (S):
- The student successfully completes an independent research project that meets the agreed-upon scope and standards set by the supervisor.
- Demonstrates appropriate application of research methodology and alignment with educational leadership and policy principles.
- Submits all required components (e.g., proposal, progress reports, final paper/presentation) on time and in acceptable academic format.
- Shows evidence of critical thinking, scholarly rigor, and professional communication throughout the project.
- Engages consistently with the supervisor and responds constructively to feedback.

Unsatisfactory (U):
- The student fails to complete the research project or does not meet the minimum standards agreed upon with the supervisor.
- Work demonstrates significant gaps in methodology, analysis, or application to educational leadership and policy.
- Misses deadlines or submits incomplete or poorly formatted components.
- Displays lack of engagement or responsiveness to supervisory guidance.
- Does not demonstrate sufficient progress toward degree completion requirements.

CAMPUS POLICIES:

https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

TECHNOLOGY POLICIES:

Acceptable Use Policy
Please read the University of Florida Acceptable Use Policy. It is expected that you abide by this policy.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as

This syllabus is subject to change at the discretion of the instructor.

appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Technology Requirements

As stated in the Student Computing Requirement Policy, the University of Florida requires all students to have continuous ongoing access to computer hardware and software appropriate to their degree program. Coursework in all degree programs requires the use of a computer and reliable high-speed internet connectivity. Activities related to student life including academic advisement, course registration, official university correspondence, use of library resources, and student financial affairs are predicated on access to a computer with internet connectivity. For updated information about computer configurations and software packages, please review the Information Technology Student Computing Recommendations and Requirements List.

Course|New for request 21483

Info

Request: EGN 6XXX Project in Applied Data Science
Description of request: This is a new course request pertaining students in the MS in Applied Data Science (MSADS) degree program. This course fulfills the capstone project requirement for the ADS degree.
Submitter: Catia Pinho Da Silva catiaspsilva@ece.ufl.edu
Created: 11/18/2025 4:03:30 PM
Form version: 4

Responses
Recommended Prefix EGN
Course Level 6

Course Number XXX
Lab Code None
Course Title Project in Applied Data Science
Transcript Title Project in Applied Data Sci
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Spring
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Using concepts learned in prerequisite courses, including AI ethics, math foundations, applied data science, and machine learning, students will individually or as a team identify data science problems, formulate solutions, and apply data science knowledge in the context of a real-world project. Project requirements include preparing a plan, technical final report, delivering an oral presentation, and creating a software repository.
Prerequisites EGS 6216 AI Ethics for Tech Leaders & CAP 5771 Applied Data Science & EGN 6446 Mathematical Foundations for Applied Data Science

Co-requisites EEE 6778 Applied Machine Learning II
Rationale for Placement in the Curriculum This course will be used as the capstone project for the non-thesis MS degree majoring in Applied Data Science (ADS). The course is required for graduation, and it will satisfy the hands-on capstone project for the ADS degree. The capstone project requirement is listed in the degree proposal but a course had not yet been submitted.
Syllabus Content Requirements All Items Included

Project in Applied Data Science
EGN 6XXX   Section XXXX
Class Periods: TBD
Location: TBD
Academic Term: Spring 2026

Instructor:
Varied

Teaching Assistant/Peer Mentor/Supervised Teaching Student:
Please contact through the Canvas website
- TBD

Course Description
Using concepts learned in prerequisite courses, including AI ethics, math foundations, applied data science, and machine learning, students will individually or as a team identify data science problems, formulate solutions, and apply data science knowledge in the context of a real-world project. Project requirements include preparing a plan, technical final report, delivering an oral presentation, and creating a software repository.

Course Pre-Requisites
The core courses listed below:
- EGS 6216 AI Ethics for Tech Leaders
- CAP 5771 Applied Data Science
- EGN 6446 Mathematical Foundations for Applied Data Science

Course Co-Requisites
- EEE 6778 Applied Machine Learning II

Course Objectives
At the end of the course, student will be able to develop problem-solving skills by building data-centric solutions that address practical, socially or scientifically relevant challenges. Emphasize real-world impact and the application of data science to benefit society. Develop an end-to-end project plan that includes clearly defined requirements and a realistic development timeline. Adapt to unforeseen difficulties through iterative refinement. Devise data pipelines or algorithms and implement them efficiently using well-documented, maintainable code. Design and execute reproducible experiments to rigorously evaluate the performance and effectiveness of deployed systems. Encourage interdisciplinary collaboration to enhance the relevance and reach of solutions across societal domains.

Materials and Supply Fees
None

Required Textbooks and Software
None

Recommended Materials
Course materials (notes, textbooks, programs) from the prerequisite courses.
The instructor will use material from the following website as well, which provides lectures on problem selection, data management, and picking a GPU to web deployment, monitoring, and retraining for full-stack applications.

https://fullstackdeeplearning.com/

Required Computer
UF student computing requirement: *https://news.it.ufl.edu/education/student-computing-requirements-for-uf/*.

Course Schedule

The course schedule is described below. Project teams will be guided and evaluated by their advisor in coordination with the instructor. A list of potential faculty advisors from different departments (and potentially outside the College) and identified by their area of interest will be provided to the students. The students will submit their top three advisor choices, and the instructor will decide on the final matching. Students may submit a proposed advisor if they already have the faculty approval. The instructor will be providing feedback throughout the course, will facilitate finding the advisor, and will provide short lectures related to each assignment. The advisor will advise the team on a regular basis; attend and provide feedback on the Mid-Project Review; attend and provide feedback on the Oral Presentation and AI System Demonstration; review the drafts of the Project Plan and the Final Report and approve the final versions; determine that the software has been uploaded, evaluate it, and approve a final version.

Week	Task	Detailed Description
1	Team Formation	Define Project and find an Advisor
2	Project Plan Submission	Write a Project Plan that includes both project requirements and software or software and hardware development plan. Obtain access to system if needed.
3	Project Setup	Obtain Final Approval of Project Plan. Set up repository. Work through initial steps of development plan. Clean Code. Meet with Advisor. Obtain access to data.
4	Project Development	Work through initial steps of development plan. Build tools for manipulating data. Clean Code. Meet with Advisor.
	First Quarter-project review	Discuss difficulties encountered in the development plan and/or team communications and how they were resolved or, if not, how you might resolve them.
5	Project Development	Work through (mitigated) initial steps of development plan. Conduct initial data cleaning or algorithm training and testing. Clean Code. Meet with Advisor.
6	Project Development, Clean Repository	Work through initial steps of development plan. Gather more data if applicable and continue data-driven experiments. Clean Code. Meet with Advisor. Make clean software in repository available to instructor and project advisor throughout the project.
7	Mid-project review	Discuss difficulties encountered and how they were resolved or, if not, how you might resolve them. Discuss detailed design of experiments.
8	Data-driven Experiments	Continue data-driven experiments or machine learning model training. Initiate system integration and/or simulation as needed. Clean Code. Meet with Advisor
9	Data-driven Experiments, System Integration	Conduct extensive data-driven experiments and system integration and/or simulation. Clean Code. Meet with Advisor
10	Data-driven Experiments, System Integration	Conduct extensive data-driven experiments and system integration and/or simulation. Clean Code. Meet with Advisor. Make software available to instructor and project advisor.
	Third Quarter-project review	Discuss difficulties encountered and how they might affect the project's objectives and/or evaluation metrics. Design a mitigation plan to address them, as needed.
11	Data-driven Experiments, System Integration	Conduct extensive data-driven experiments and system integration and/or simulation. Plan demonstration system. Clean Code. Meet with Advisor
12	Finalize Data-driven system	Build demonstration. Begin Final Report and presentation. Clean Code. Meet with Advisor.
13	Final Presentation	Demonstrate system and give oral presentation. Submit draft final report and oral presentation.
14	Final Report	Submit final report and finalize software in repository. Make final software available to instructor and project advisor.

15	Final Code & Report Revisions	Make changes to final report and software as required.

Attendance Policy, Class Expectations, and Make-Up Policy
Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/graduate/regulations/

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Project Plan	100	20%
Mid-project review	100	10%
Oral Presentation, including demonstration	100	25%
Software in Repository	100	20%
Final Report	100	25%
Total		100%

Description of Assignments
Creating a data-centric solution is primarily a software engineering problem. The assignments are designed to promote the use of software engineering design principles. Some projects may involve software that enables control of hardware devices, such as robots or networks of communicating sensors for smart homes and cities. In what follows, we will use the phrase Software Engineering with the understanding that there may be Hardware components to the project. There are five components of software engineering comprise the graded activities in this course.

Project Plan.
The Project Plan is a document with two major sections: Requirements and Software Development Plan (SDP). The Problem Requirements section focuses on clearly identifying the inputs and outputs of the data-driven system. Inputs may include various sources of data such as publicly available datasets, real-time sensor feeds, web-scraped content, or streaming data from platforms like social media or autonomous vehicles. Outputs describe the system's expected behaviors or results, which can range from predictive or classification outcomes to more complex responses like decision-making sequences or user interactions through dashboards or conversational AI interfaces. The SDP provides a detailed technical roadmap for building the solution. It outlines the software architecture, data structures, and machine learning models that will be used to fulfill the requirements. This section also defines the data processing workflows, libraries, and tools selected for the project, along with storage formats and evaluation metrics. Additionally, it includes a structured timeline with clearly defined milestones to guide the development process and ensure that key objectives are met throughout the project lifecycle.

Mid-Project Review.
The Mid-Project Review consists of a document and presentation that includes a detailed discussion of the status of the milestones. If milestones that should have been achieved have not been achieved, then the Project Plan needs to be updated. The SDP and possibly the Requirements will need to be revised. Proposed revisions should be included in the document and presentation.

Oral Presentation and AI System Demonstration.
The Oral Presentation document (PowerPoint or keynote etc.) will describe steps leading to and the capabilities of the completed project as compared to requirements. The Demonstration involves running a version of the data-centric solution to show how the system meets the requirements. This version should demonstrate software/hardware interfaces if applicable.

Upload Software to Repository.

The final version of the software will be uploaded to a software repository, such as GitHub, in a form that can be downloaded and run without any other software. If hardware components are involved, they must be described in detail in the Final Report.

Final Report.
The Final Report is a document that describes the completed project more precisely than the oral presentation. It will include descriptions of which milestones were met, and which were revised. The revisions will be explained. The completed data-driven system can be described using information flow diagrams, pseudo-code, and discussion, with examples, of how to use it. An appendix will include a description of the software uploaded to the repository.

Cumulative assignment score will be computed as a weighted average of the individual assignment scores (each on the 100-point scale) using the above weights. Letter grades will be obtained by thresholding as follows:

Grading Policy

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33
83.4 - 86.6	B	3.00
80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

Academic Policies & Resources
For academic policies and campus resources, go to https://go.ufl.edu/syllabuspolicies.

Course|New for request 21941

Info

Request: ENV 6XXX Environmental Engineering Colloquium
Description of request: Create a new grad course.
Submitter: Elliot Douglas elliot.douglas@essie.ufl.edu
Created: 11/19/2025 1:56:16 PM
Form version: 2

Responses
Recommended Prefix ENV
Course Level 6

Course Number XXX
Lab Code None
Course Title Environmental Engineering Colloquium
Transcript Title Env Eng Colloquium
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? Yes
Multiple Offerings in a Single Semester No
If repeatable, # total repeatable credit allowed 6
Amount of Credit 1

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Seminar
Weekly Contact Hours 1 contact hour per week
Course Description Seminar course with presentations by speakers from outside and inside the University of Florida on current research topics in environmental engineering.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum Intended for Master's and Ph.D. students as a required course. Students will be required to take 1 credit of this course, although they may take it up to 6 times maximum. Note that this course will replace the current requirement for the general environmental engineering section of ENV6935. We are requesting a new course number for the required course because students are confused about which section they need to take. Having a separate course number will eliminate that confusion. It will also make entry into the graduate audits easier. With the current ENV6935 requirement the audit needs to be updated manually. With a separate course number the requirement can be auto-populated.
Syllabus Content Requirements All Items Included

Environmental Engineering Colloquium
ENV6XXX
Class Periods: Wednesday, period 6, 12:50 – 1:40
Location: NEB 100 (in-person section), online (EDGE sections)
Academic Term: Spring 2026

Instructor:
Elliot Douglas
edouglas@ufl.edu
352-846-2836
Office Hours: Thursday period 4 (10:40 -11:30)

Teaching Assistant/Peer Mentor/Supervised Teaching Student:
None

Course Description
Seminar course with presentations by speakers from outside and inside the University of Florida on current research topics in environmental engineering. (1 cr)

Course Pre-Requisites / Co-Requisites
None

Course Objectives
Through this course, students will
- Learn about different areas of environmental engineering.
- Develop the capacity to ask critical questions about environmental engineering topics.

Materials and Supply Fees
None

Required Textbooks and Software
None

Recommended Materials
None

Course Schedule (example schedule from ENV6935, fall 2025)

Week	Speaker	Topic
1	N/A	Intro and expectations
2	Christopher Holmes, Florida State University	Where There's Fire, There's Smoke: Impacts of Fires on Air Quality in the Eastern United States
3	Vijay Singh, Texas A&M University	Hydrologic Modeling: Theory, Practice, and Future Directions
4	Joseph Delfino, University of Florida	Environmental Chemistry and the Periodic Table – A Personal Adventure as a Chemist and Environmental Engineer
5	Elliott White, Jr., Stanford University	Leveraging Machine Learning for Coastal Freshwater Floodplain Wetland Identification and Habitat Suitability
6	Kurt Pennell, Brown University	The Role of Interfacial Processes in PFAS Transport and Remediation

7	Deb Jaisi, University of Delaware	Phosphorus Cycling in Coastal Waters and Sediments: Insights Using Oxygen Isotopes in Phosphates
8	Vanessa Bailey, Pacific Northwest National Lab	COMPASS-FME: Understanding Coastal Systems in Transition
9	Jiannan (Nick) Chen, University of Central Florida	Enhancing Waste Management via Field–Model Integration and Data-Driven Tools
10	Minjae Kim, University of Kentucky	ntegrating Multi-Omics to Understand Microbial Risk: From Cross-Resistance Between Disinfectants and Antibiotics to Enteric Pathogen Burden
11	Cheryl Murphy, Michigan State University	Advancing PFAS Science: Mixtures, Mechanisms, and the Role of the Center for PFAS Research
12	Seonkyoo (Sean) Yoon, University of Florida	Hydrogeology: A Multi-Scale, Multi-Physics Science
13	Karin Ardon-Dryer, Texas Tech University	Dust storm particles from the air into the lungs, a bigger problem than we think!
14	Elliot Douglas, University of Florida	Environmental engineering ethics education
15	N/A	Synthesis discussion – What have we learned?

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is required. Students registered for the in-person section must attend in person. Students registered for the EDGE (online) sections can attend by watching the recording. Recordings will be available by Thursday afternoon (the day after the live seminar). Students may miss one seminar with no excuse. Other absences will be excused in accordance with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations) and require appropriate documentation. Additional information can be found here: https://gradcatalog.ufl.edu/graduate/regulations/

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Attendance (1point each)	15	33.3%
Weekly seminar reflections (2 points each)	30	66.7%

Attendance will be recorded each week. Each unexcused absence after the first one will result in a 1 point deduction from the attendance grade unless excused in accordance with university policies.

After each week's seminar students will answer questions to reflect on what they learned from the seminar. Reflections will be graded on the ability of students to demonstrate critical understanding of the seminar.

Grading Policy

Percent	Grade
80 – 100	S
<80	U

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

For information on Academic Policies and Resources see https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/.

Course|New for request 22162

Info

Request: ENV 6XXX Environmental Systems Modeling
Description of request: Creation of a new graduate course in Environmental Systems Modeling
Submitter: Elliot Douglas elliot.douglas@essie.ufl.edu
Created: 12/3/2025 11:33:58 AM
Form version: 2

Responses
Recommended Prefix ENV
Course Level 6

Course Number XXX
Lab Code None
Course Title Environmental Systems Modeling
Transcript Title Env Sys Model
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3 contact hours per week
Course Description Design of simulation models for hydrological and encironmental processes. Covers the systems dynamics approach and its application in the field of hydrological and environmental engineering with its application to buliding models. Analysis of hydrological and environmental data from a systems perspective for use in models, including time-trend decompostion, frequency analysis, and issues of equifinality and uncertainty.
Prerequisites undergraduate statistics and undergraduate hydrology
Co-requisites None
Rationale for Placement in the Curriculum This course can be used by graduate students to satisfy the degree requirements of in-department coursework for Master's and PhD students. It will be of interest to students who want to gain an understanding of systems models for environmental engineering.
Syllabus Content Requirements All Items Included

Environmental Systems Modeling
ENV6XXX   Class number XXXXX
Class Periods: Tuesday period 4 (10:40-11:30), Thursdays periods 4-5 (10:40-12:35)
Location: NEB 100
Academic Term: Fall 2026

Instructor:
Antar Jutla
ajutla@ufl.edu
352-294-6898
Office Hours: Monday and Wednesday, period 4 (10:40-11:30), 408 Black Hall

Teaching Assistant/Peer Mentor/Supervised Teaching Student:
None

Course Description
Design of simulation models for hydrological and environmental processes. Covers the systems dynamics approach and its application in the field of hydrological and environmental engineering with its application to building models. Analysis of hydrological and environmental data from a systems perspective for use in models, including time-trend decomposition, frequency analysis, and issues of equifinality and uncertainty. (3 cr)

Course Pre-Requisites / Co-Requisites
Undergraduate statistics and undergraduate hydrology

Course Objectives
Upon successful completion of this course, the student will be able to:
1. Process and analyze hydrological and environmental data for input to the system dynamics modeling framework
2. Decipher patterns in data and its applicability in systems dynamics modeling**.**
3. Develop system dynamics models for natural systems

Materials and Supply Fees
None

Required Textbooks and Software
None

Recommended Materials
Modeling the Environment, Andrew Ford, 2nd Edition, Island Press, 2010

Required Computer
Recommended Computer Specifications: https://it.ufl.edu/get-help/student-computer-recommendations/
HWCOE Computer Requirements: https://www.eng.ufl.edu/students/advising/fall-semester-checklist/computer-requirements/

Course Schedule

Week, Module	Lectures & Assigned Readings	Assignments & Discussions
Week 1	Challenges in Water cycle	*Discussion 1*: Review on challenges in water
Week 2	Data availability: extraction and analysis	*Discussion 2*: Review of file formatting softwares: e.g.,HDFView, MRTWeb. Why do we model?
Week 3	Characteristics of time series, frequency analysis of hydrological and environmental data.	*Discussion 3*: What does it mean for water resources- Signal vs Noise

Week 4	Autocorrelation functions	*Homework 1:* Time series analysis of precipitation, evapotranspiration and soil moisture data
Week 5	Regression Modeling Approaches	*Discussion 4: Multiple linear regression*
Week 6	Regression Modeling Approaches	*Discussion 5: Logistical regression*
Week 7	CART, ANN approaches	*Discussion 6: GLM*
Week 8	Principal Component Analysis	*Homework 2:* CART regression (may be combined with project)
Week 9	Principal Component Analysis	*Discussion: Where models fail*
Week 10	System dynamics concepts	*Discussion 6:* Review of systems dynamics modeling approach
Week 11	Model development, calibration, and validation in system dynamics	*Discussion 7*: Review of calibration and validation of hydrological models
Week 12	Stella model development	*Discussion 8:* Review on different types of models available
Week 13	Laboratory: Model development-Water Cycle	*Homework 3:* System dynamics model for a chosen natural system
Week 14	Laboratory: Model development-Water Cycle	*Discussion 9*: Review of water system models
Week 15	Final Presentation or submission of final report of project	

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Homework (3)	100 each	50%
Project	100	50%
		100%

Homework assignments will have you apply the various statistical analysis and modeling techniques to data. These assignments will prepare you for the project. Homework will be accepted late with an excuse in accordance with UF policies. Homework submitted late without an excuse will receive a 20% grade deduction.

For the project, students will choose a topic which illustrates issues related to understanding and modeling of spatial and temporal processes using the system dynamics approach. The project consists of two parts, a report and a presentation, which will each contribute 50% to the overall project grade. Milestones that guide you to completion of the project will be provided in class. The report should follow this outline:
Title
Abstract
Table of Contents
1. Introduction (1-2 pages)
        1.1 Statement of the problem
        1.2 Project objectives
2. Methodology (2-3 pages)
3. Results (2-3 pages)
4. Discussion of Results (2-3 pages)
5. References
6. Appendices

Guidance for the presentation is:
1. Presentation will be limited to 15 minutes.
2. Provide an abstract to the class on the day of presentation.
3. Use of visual aids and other supporting material is strongly encouraged.

Grading Policy

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33
83.4 - 86.6	B	3.00
80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

Academic Policies & Resources
To support consistent and accessible communication of university-wide student resources, instructors must include this link to academic policies and campus resources: https://go.ufl.edu/syllabuspolicies. Instructor-specific guidelines for courses must accommodate these policies.

Commitment to a Positive Learning Environment
The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:
• Your academic advisor or Graduate Coordinator
• HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
• Pam Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@ufl.edu

Course|New for request 21896

Info

Request: HOS 6XXX Plant Biochemistry
Description of request: The purpose of this request is convert the plant biochemistry course currently taught as HOS-6932 special topics course to a formal course. Plant Biochemistry is a required core course in Plant Molecular and Cellular Biology Program. Getting the course formalized is a high priority.
Submitter: Anne Mathews anne.mathews@ufl.edu
Created: 1/22/2026 9:21:43 AM
Form version: 4

Responses

Recommended Prefix HOS
Course Level 6

Course Number xxx
Lab Code None
Course Title Plant Biochemistry
Transcript Title Plant Biochemistry
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Spring
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 4

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 4
Course Description Biochemical principles underlying regulation of plant metabolism, biosynthetic processes, and stress responses, together with AI prediction and modeling of protein structure. Integrated concepts include metabolic micro-environments in plants, photosynthesis, carbon/nitrogen balance, specialized plant products, quantitative analysis of enzyme kinetics, metabolic flux analysis, and regulatory signals with emphasis on their organismal context.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum Plant Biochemistry is an advanced Graduate course. It is one of four required core courses in the Plant Molecular and Cellular Biology (PMCB) graduate program. The course was originally coordinated by Alice Harmon in Biology. Since Dr. Harmon's retirement, the course has been as offered as HOS6932, special topics, with Dr. Karen Koch as coordinator. This request seeks to formalize the course.
Syllabus Content Requirements All Items Included

UF IFAS CALS
UNIVERSITY *of* FLORIDA

HOS 6XXX Plant Biochemistry

Spring, 2026
Format: In-person, 4 Credits
Class Period: M, T, W, R 10:40 AM to 11:30 AM.
Room for In-person attendance: 1304 Fifield Hall.

Instructors

Karen E. Koch   2147 Fifield Hall, 352-273-4833. kekoch@ufl.edu
In person office hours: 1 to 4 PM MTWTh

Donald R. McCarty   2237 Fifield Hall, 352-273-4846, drm@ufl.edu
In person office hours: 1 to 4 PM MTWTh

Bala "Saba" Rathinasabapathi   2247 Fifield Hall, 352-273-4847. brath@ufl.edu
In person office hours: 1 to 2 PM MTWTh

Course Description

Biochemical principles underlying regulation of plant metabolism, biosynthetic processes, and stress responses, together with AI prediction and modeling of protein structure. Integrated concepts include metabolic micro-environments in plants, photosynthesis, carbon/nitrogen balance, specialized plant products, quantitative analysis of enzyme kinetics, metabolic flux analysis, and regulatory signals with emphasis on their organismal context.

Course Learning Objectives

Plant Biochemistry students will:

1) construct structural models of proteins and protein complexes using AI
2) assess accuracy of predicted protein structures
3) analyze thermodynamics of enzyme catalysis
4) predict plant metabolic responses to light, nutrients and environmental stress
5) appraise roles of metabolic micro-environments and metabolic signaling in an organismal context
6) critically evaluate strategies for climate-proofing plants through biochemical adaptations to biotic and abiotic stresses
7) categorize enzymes in pathways of plant primary and specialized product metabolism
8) analyze enzyme kinetic and ligand binding data using R
9) compare and contrast metabolic control analysis and flux balance approaches to modeling metabolism

Course Overview and Purpose

The overall purpose of Plant Biochemistry is to equip students with essential knowledge and skills in biochemistry needed to support collaborative, interdisciplinary research in biotechnology, synthetic biology, molecular plant breeding, functional genomics, stress biology and post-harvest physiology.

Textbooks, Learning Materials, and Supply Fees

Source materials for lectures:

Araus, J.L., Sanchez-Bragado, R. and Vicente, R., 2021. Improving crop yield and resilience through optimization of photosynthesis: panacea or pipe dream? *Journal of Experimental Botany*, 72, pp.3936-3955.

Biochemistry & Molecular Biology of Plants, 2nd edition, print or electronic version, 2015, Wiley Blackwell (Still the best in 2025. About $120 new, much less if used. Great visuals and explanations.

Abramson, J., Adler, J., Dunger, J., Evans, R., Green, T., Pritzel, A., Ronneberger, O., Willmore, L., Ballard, A.J., Bambrick, J. and Bodenstein, S.W., 2024. Accurate structure prediction of biomolecular interactions with AlphaFold 3. *Nature*, *630*, pp.493-500.

Changeux, J-P., 2012. Allostery and the Monod-Wyman-Changeux Model After 50 Years. *Annu. Rev. Biophys.* 41:103–33. Doi:10.1146/annurev-biophys-050511-102222.

Modeling plant metabolism:

David Fell. *Understanding control of metabolism.* Portland Press. (out of print). A public domain pdf is included in course notes.

Orth, J., Thiele, I. and Palsson, B., 2010. What is flux balance analysis? *Nat Biotechnol* 28, 245–248. doi:doi.org/10.1038/nbt.1614

Comparing strategies for molecular alteration of photosynthesis:

South, P.F., Cavanagh, A.P., Liu, H.W. and Ort, D.R., 2019. Synthetic glycolate metabolism pathways stimulate crop growth and productivity in the field. *Science*, *363*(6422), p.eaat9077.

Lu, K.J., Hsu, C.W., Jane, W.N., Peng, M.H., Chou, Y.W., Huang, P.H., Yeh, K.C., Wu, S.H. and Liao, J.C., 2025. Dual-cycle CO_2 fixation enhances growth and lipid synthesis in Arabidopsis thaliana. *Science*, *389*(6765), p.eadp3528.

Required Technology & How to Obtain the Technology

Each student should have a laptop or desktop computer suitable for installation of R (R-project.org). Options include Windows, iOS and Linux. Students will need a Google account for access to AlphaFold3.

Several assignments involve use of AI tools. Students are encouraged to use AI tools for other homework and activities provided they describe 1) the specific tool used, 2) how the tool was used (e.g. queries) and 3) steps taken to validate output generated by AI.

Class Demeanor/Expectations

Class participation is encouraged. Evidence of critical thinking is sought in comments, examples, and questions contributed during class and during oral presentations by colleagues.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Weekly Course Schedule

Course schedule Spring 2026

January	Day	Lecture topic	Instructor
12	M	Amino acids: Keys to protein structure and function	DM
13	T	Fundamentals of protein structure	DM
14	W	AI prediction and modeling of protein structure - AlphaFold3	DM
15	Th	Exploiting protein diversity for separation and purification	DM
19	M	no class MLK Holiday	
20	T	Proteomics analysis	DM
21	W	Thermodynamics of enzyme catalysis	DM
22	Th	Enzyme mechanisms	DM
26	M	Movers and shakers: Molecular motors couple ATP to motion	DM
27	T	AlphaFold3 project discussion and review	DM
28	W	Exam 1	DM
29	Th	Strategies for enhancing photosynthesis? The big picture	KK
February			
2	M	Sink strength regulates photosynthetic genes	KK
3	T	Sugar sensing and signaling in sources and sinks	KK
4	W	Vulnerabilities of photosynthetic thylakoid systems and +H gradients	KK
5	Th	Metabolites as signals: Critical analysis	KK
9	M	Critical roles of antioxidants, redox reactions, protective systems	KK
10	T	Engineering photosynthesis: Questions of balance and interaction	KK
11	W	The quest for C4 rice, engineering CAM, and roles of C/N balance	KK
12	Th	Altering NO3, NO2, and NH3 assimilation? Benefits? Hazards?	KK
16	M	Phloem biochemistry: Transporters, sugars, metabolism, and water	KK
17	T	Exam 2	KK
18	W	Designer starch, fructans, and polysaccharides	KK
19	Th	Altering polysaccharides: Cell walls and beyond	KK
23	M	Glycolysis and endogenous low-oxygen micro environments	KK
24	T	Critical analysis of respiratory perturbation: Genetic, abiotic, other	KK
25	W	Oxidative pentose phosphate pathway	KK
26	Th	Mitochondrial functions: GABA, Glyoxylate, and Citric-acid cycles	KK
March			
2	M	Mitochondrial functions: Electron transport	KK
3	T	Vulnerabilities of respiratory cristae, H2O2, and links beyond	KK
4	W	Exam 3	KK
5	Th	Fatty acid desaturation	SR
9	M	Fatty acid synthesis I	SR
10	T	Fatty acid synthesis II	SR
11	W	Fatty acid oxidation I	SR
12	Th	Fatty acid oxidation II	SR
16-19	M-Th	no class spring break	
23	M	Health-promoting secondary products	SR
24	T	CBDs	SR
25	W	Flavonoids	SR
26	Th	Phenolics and ESPS synthase	SR
30	M	Terpene synthesis	SR
31	T	Carotenoids	SR
April			
1	W	Alkaloids I	SR
2	Th	Alkaloids II	SR
6	M	Exam 4	SR
7	T	Thermodynamics of ligand binding to proteins	DM
8	W	Analysis of saturable binding to non-interacting sites	DM
9	Th	Fitting binding equations by non-linear least squares	DM
13	M	Interacting sites: Hill and Monod-Wyman-Changeux models	DM
14	T	Equilibrium and steady-state enzyme kinetics	DM
15	W	Allosteric enzymes: cooperative kinetics	DM
16	Th	Metabolic Control Analysis: kinetics applied to pathways	DM
20	M	Flux Balance Analysis: systems modeling of metabolism	DM
21	T	Discussion and review	DM
22	W	Exam 5	DM

Grading Policy

Course grading is consistent with UF grading policies.

Course Grading Structure

Plant Biochemistry includes 5 modules awarded 100 points each. Examples of homework/activity assignments include:

1--- AlphaFold3 structure prediction and analysis of a protein of interest to the student. Adds hands-on AI experience.

2--- Deep annotation of enzymes in central metabolism. Goes beyond auto-annotations of functional significance using AI and other online resources (e.g. databases).

3--- Oral presentations (with questions) on key enzymes in metabolism. Oral exchange and critical inquiry via Q and A.

4--- Use of R to fit ligand binding data by nonlinear least squares. Broadens experience with key problem-solving tool.

5--- Critical analysis of primary literature to answer specific questions on secondary product biosynthesis. Enhances skills for evaluating and integrating new data into metabolic networks and pathways.

6--- Creating ideas to develop useful plants or plant products via using genomic, breeding and biotechnologies. Gains experience translating fundamental advances to applied ends.

7--- Flux balance modeling of a metabolic pathway. Addresses challenges of predicting outcomes of metabolic engineering.

Assignment Type	Point Value	Percent of Final Grade
Module 1 Exam	60	12
Module 1 Homework	40	8
Module 2 Exam	60	12
Module 2 Presentation	40	8
Module 3 Exam	60	12
Module 3 Activity	40	8
Module 4 Exam	60	12
Module 4 Quiz/homework	40	8
Module 5 Exam	60	12
Module 5 Homework	40	8
Total	500	100

Grading Scale

Grade	Points	Percentage
A	4.0	92.0-100
A-	3.67	87.0-91.99
B+	3.33	83.0-86.99
B	3.0	79.0-82.99
B-	2.67	73.0-78.99
C+	2.33	69.0-72.99
C	2.0	65.0-68.99
C-	1.67	60.0-64.99
D+	1.33	55.0-59.99
D	1.0	53.0-54.99
D-	0.67	50.0-53.99
E	0	0.0-49.99

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies

- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility

Course|New for request 22499

Info

Request: HSC 6XXX Discover the Future of Rehabilitation: Artificial Intelligence & Telehealth
Description of request: The College of Public Health and Health Professions requests to create new course HSC6XXX Discover the Future of Rehabilitation: Artificial Intelligence & Telehealth. This will be a joint undergrad/graduate course.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 2/2/2026 9:42:46 AM
Form version: 2

Responses
Recommended Prefix HSC
Course Level 6

Course Number XXX
Lab Code None
Course Title Discover the Future of Rehabilitation: Artificial Intelligence & Telehealth
Transcript Title Disc. Future Rehab: AI & Teleh
Delivery Method HB - Hybrid Blend (50-79% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Explores how artificial intelligence (AI) and telehealth are reshaping contemporary rehabilitation practice. Learners examine AI tools such as computer vision, natural language processing, and predictive analytics, and how they support remote care, rehab tracking, and clinical decision-making. The course includes hands-on experience with AI-enabled workflows, with analyses and discussions on ethical, legal, social, and accessibility implications of AI for healthcare.
Prerequisites Enrollment in UF Graduate or Professional Program
Co-requisites n/a
Rationale for Placement in the Curriculum Relation to Program Outcomes: The course is designed as a component of the AI in Public Health and Healthcare undergraduate certificate as one of the optional selections. The course is also offered as an elective for graduate and professional learners for future leaders with practice readiness with emerging AI. The course was designed to meet the UF AI designation for graduate and undergraduate courses.
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
HSC 6XXX
Discover the Future of Rehabilitation:
Artificial Intelligence & Telehealth (3 Credit hours)
Fall 2026
Delivery Format: Hybrid
Course Website or E-Learning: UF CANVAS & ZOOM platform

Instructor Name: Gina Maria Musolino, PT, DPT, EdD, MSEd
Room Number: 1150 HPNP
Phone Number: (352) 273-6113
Email Address: ginamusolino@ufl.edu
Office Hours: Tuesday 10A-2PM Email for available appointments please
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Instructor Name: Christine T. Myers, PhD, OTR/L, FAOTA
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Office Hours: Thursday 10A-2PM Email for available appointments please
Preferred Course Communications: *Email*

Prerequisites:
STA 2023 (C or better) or equivalent and – Enrollment in UF Graduate or Professional Program
All requirements must be satisfied *prior to* enrollment in the course

PURPOSE AND OUTCOME

Course Overview
Explores how artificial intelligence (AI) and telehealth are reshaping contemporary rehabilitation practice. Learners examine AI tools such as computer vision, natural language processing, and predictive analytics, and how they support remote care, rehab tracking, and clinical decision-making. The course includes hands-on experience with AI-enabled workflows, with analyses and discussions on ethical, legal, social, and accessibility implications of AI for healthcare.

Relation to Program Outcomes: The course is offered as an *elective* for graduate and professional learners for future leaders with practice readiness with emerging AI. The course is designed to meet the *UF AI designation for graduate courses.*

AI Credit - AI Course Designation Alignment: This course qualifies as an AI-Applications Course under UF's criteria with **Substantial AI content.** Learners engage with real-world AI tools and datasets.
   o **Application in multi-disciplines:** Focused on rehabilitation with an emphasis on patient education using telehealth models, use of exoskeletal robotics, virtual reality platforms, implants, remote monitoring systems/random reminders, machine learning, and predictive analyses with movement video applications.
   o **Ethical and societal implications**: Explores privacy matters related to HIPAA, bias, and access.
   o **Hands-on experience**: Includes tool evaluation and workflow design considerations with interactive teamwork.
   o **Interdisciplinary collaboration**: Encourages teamwork and peer-to-peer learning across clinical and technical domains for prospective and/or current rehabilitation professionals, along with AI experts and researchers.

The course consists of the following **UF AI** designation literacy categories for all participants:

Know AI
SLO1. Identify, describe, and/or explain the components, requirements, and/or characteristics of AI.
SLO2. Recognize, identify, describe, define, and/or explain applications of AI in multiple domains.
Use-AI
SLO3. Select and/or utilize AI tools and techniques appropriate to a specific context and application.
Ethical-AI
SLO4. Develop, apply, and/or evaluate contextually appropriate ethical frameworks to use across all aspects of AI.
Build-AI
SLO5. Assess the context-specific value or quality of AI tools and applications

PHHP HSC Graduate/Professional Learning AI Outcomes
AI SLO–GP 1: Examine and weigh the moral and social justice aspects of AI for patients and their families within your professional discipline or area of graduate study.
AI SLO-GP 2: Assess the key challenges and innovations implementing the emerging use of AI therapeutic interventions, assessments, or practice management methods within your professional discipline or area of graduate study.
AI SLO-GP 3: Predict the future of AI in 3-5 years within your professional discipline or area of graduate study.

Course Objectives and/or Goals
Learning Objectives - By the end of the course, learners are able to:
1. Explain the role of AI in telehealth delivery for rehabilitation therapy with consideration of contemporary, peer-reviewed literature and current practice. [Know-AI, SLO1,2]
2. Evaluate AI tools for remote assessment and monitoring of rehabilitation patients and clients. [Ethical-AI, SLO4]
3. Discuss the design and implementation of AI-enhanced telehealth workflows for rehabilitation considering five primary categories: documentation, remote monitoring, exercise prescription, practice, practice management, and research. [Build-AI, SLO5; Use-AI, SLO3]
4. Critically analyze ethical, legal, and accessibility considerations in AI-driven telehealth. [Ethical-AI, SL04]
5. Trial AI-based decision support systems to personalize rehabilitation therapy interventions. [Use-AI, SLO3]
6. Collaborate in teams to evaluate and deploy AI solutions for clinical decision-making with clinical case scenarios. [Build-AI, SLO5]
7. Implement strategies for addressing ethical considerations related to AI and rehabilitation. [AI SLO–GP 1]
8. Evaluate AI-based rehabilitation tests, measures and/or interventions based on a combination of critical appraisal of the literature and best practices. [AI SLO-GP 2]
9. Lead and facilitate AI futuring discussions with student teams to successfully develop a final team product.[AI SLO-GP 3]

Instructional Methods: Hyflex format with Zoom and F2F Discussions, Guided, Peer-reviewed Article Overviews and Analyses, Brief Quizzes (Neuro Nudges), Evaluation Rubrics, Team Projects/Presentations, AI-in-Action with Guest Experts, AI videos, Reflections, Prep work with directed and assigned articles, Lecturette video, Peer2Peer learning, Serving as team leaders/facilitators and Item Writers

Blended Learning
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 of 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 professionals.

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

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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.

DESCRIPTION OF COURSE CONTENT

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Weekly Schedule of Topics – 15 weeks

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Course: HSC 6065 Discover the Future of Rehabilitation: Artificial Intelligence & Telehealth

HSC 6065 – Short title: Disc Future Rehab AI & Telehealth

Designation: *100% AI: 20% Use-AI, 20% Know-AI, 30% Build-AI, 30% Ethical-AI*

Instructors: Musolino, GM & Myers, CT & AI Guests Experts

Topical Outline/Course Schedule

Week & # AI Contact Hours	AI-Related Topic	Details on AI-Related Readings, Projects, Focus, and Assignments for Sessions
Wk. 1 1.5 hrs. GMM/CTM	Orientation & Introduction to AI in healthcare – Categories of AI and Current use in Rehabilitation Ethics, privacy, and equity in digital health	Thiele, AH & Musolino, GM. Chapter 20: Transitioning from Classroom to Clinic: Growth Mindsets, Intergenerational Engagement, Telehealth and Artificial Intelligence. In: Musolino, GM & Davis, CM. *Patient Practitioner Interaction: An Experiential Manual for Developing the Art of Health Care*, 7th ed., 2025. Routledge, Taylor & Francis. ISBN-13: 9781032942735 **(ALL) ON E-Reserve** Mansour T, Wong J. Enhancing fieldwork readiness in occupational therapy students with generative AI. *Front Med (*Lausanne). 2024 Oct 16; 11:1485325. doi: 10.3389/fmed.2024.1485325. PMID: 39507712; PMCID: PMC11539485. **(ALL)** Tiribelli S, Monnot A, Shah SFH, Arora A, Toong PJ, Kong S. Ethics Principles for Artificial Intelligence-Based Telemedicine for Public Health. Am J Public Health. 2023 May;113(5):577-584. doi: 10.2105/AJPH.2023.307225. Epub 2023 Mar 9. PMID: 36893365; PMCID: PMC10088937. **(All)**
Wk. 2 1.5 hrs. GMM/CTM	Computer vision for movement analysis Ethics, privacy, and equity in digital health	Alsobhi M, Khan F, Chevidikunnan MF, Basuodan R, Shawli L, Neamatallah Z. Physical Therapists' Knowledge, and Attitudes Regarding Artificial Intelligence Applications in Health Care and Rehabilitation: Cross-sectional Study. *J Med Internet Res.* 2022 Oct 20;24(10):e39565. doi: 10.2196/39565. PMID: 36264614; PMCID: PMC9634519. **(All)** Stover AD, Jacobs K. Embracing artificial intelligence (AI) in occupational therapy practice: Bridging workforce gaps and redefining care. *Work.* 2025 Mar;80(3):1021-1028. doi: 10.1177/10519815241312447. Epub 2025 Feb 4. PMID: 39973641 (**ALL**) Literature Analysis (Select articles from Wk. 1-2) & *Neural Nudge #1 Pre Class/Canvas*
Wk. 3 1.5 hrs. *AI Expert Guest:* MJ Highsmith US Dept VA, Rehab & Prosthetic Svs, Orthotic,	AI Augmentation for 5 Clinical Practice Essentials: Health Care Documentation, Patient Monitoring, Assisted Rehab (e.g., Exercise Prescription, Virtual Therapies, VR, Robotics and Exoskeletons, Practice Management, and Research	Lin SC, Chandra E, Tsao PN, Liao WC, Chen WJ, Yen TA, Hsu JY, Jeng SF. Application of Artificial Intelligence in Infant Movement Classification: A Reliability and Validity Study in Infants Who Were Full-Term and Preterm. *Phys Ther.* 2024 Feb 1;104(2):pzad176. doi: 10.1093/ptj/pzad176. PMID: 38245806 Darbandsari P, Pescatello LS, Piscitelli D, Smith JM, Ugolini A, Colón-Semenza C. Effect of Telerehabilitation in Parkinson Disease: A Systematic Review and Meta-Analysis. *Phys Ther*. 2025 Oct 9:pzaf121. doi: 10.1093/ptj/pzaf121. Epub ahead of print. PMID: 41065729. **(ALL)** Kahle JT, Swanson AE, Reed KB, Ramakrishnan T, Klenow TD, Lunseth, P & Highsmith, MJ. Comparing the effect of transfemoral interfaces on biomechanics using the Computer Assisted Rehabilitation Environment (CAREN) to simulate perturbation scenarios. *Technology and Innovation*, 2025;24(1), 25–31. https://doi.org/10.1080/19498241.2024.2420590 **(ALL)**

Week & # AI Contact Hours	AI-Related Topic	Details on AI-Related Readings, Projects, Focus, and Assignments for Sessions
	Prosthetic & Pedorthic Clinical Svs Washington DC US Army Reserves GMM/CTM	Literature Analysis & *Neural Nudge #2*
Wk. 4 1.5 hrs.	Generative AI and best practice NLP for patient interaction and documentation Telehealth/Documentation AI Expert Guest: Ashley Coudron MOT, OTR/L GMM/CTM	Arbel Y, Gimmon Y, Shmueli L. Evaluating the Potential of Large Language Models for Vestibular Rehabilitation Education: A Comparison of ChatGPT, Google Gemini, and Clinicians. *Phys Ther.* 2025 Apr 2;105(4):pzaf010. doi: 10.1093/ptj/pzaf010. PMID: 39932784; PMCID: PMC11994992. **(ALL)** Lin GH, Lee SC, Huang CY, Wang I, Lee YC, Hsueh IP, Hsieh CL. Developing an Accumulative Assessment System of Upper Extremity Motor Function in Patients with Stroke Using Deep Learning. *Phys Ther*. 2024 Jun 4;104(6): pzae050. doi: 10.1093/ptj/pzae050. PMID: 38531775 Literature Analysis & *Neural Nudge #3 Submit pre class session – see Canvas*
Wk. 5 1.5 hrs. F2F	Predictive analytics for treatment planning Select 1 AI Augmentation for Clinical Rehab and evaluate using the AI Rehab Tool Evaluation Rubric GMM/CTM	Anderson E, Lennon M, Kavanagh K, Weir N, Kernaghan D, Roper M, Dunlop E, Lapp L. Predictive Data Analytics in Telecare and Telehealth: Systematic Scoping Review. Online J Public Health Inform. 2024 Aug 7;16:e57618. doi: 10.2196/57618. PMID: 39110501; PMCID: PMC11339581. **(All)** When predictive analytics goes wrong: what can healthcare learn from Formula 1? **Shah SF**, Sheridan Z.Br J Hosp Med (Lond). 2020 Sep 2;81(9):1-4. doi: 10.12968/hmed.2020.0389. Epub 2020 Sep 24.PMID: 32990086 **(ALL)** Literature Analysis *Submit pre class session – see Canvas*
Wk. 6 1.5 hrs. F2F	Share and Discuss AI Tools in Teams Midterm AI Teams Work Groups – Project Proposals – GMM/CTM	Review AI Rehab Tool Evaluations & Share Begin Team Idea – Concept – Proposal - Drafting Facilitation for Project Ideas
Wk. 7 1.5 hrs.	Telehealth platforms and AI integration	McLaughlin KH, Levy JF, Fritz JM, Skolasky RL. Trends in Telerehabilitation Utilization in the United States 2020-2021. Arch Phys Med Rehabil. 2024 Jul;105(7):1299-1304. doi: 10.1016/j.apmr.2024.02.728. Epub 2024 Mar 5. PMID: 38452882. Quinn L, Macpherson C, Long K, Shah H. Promoting Physical Activity via Telehealth in People with Parkinson Disease: The Path Forward After the COVID-19 Pandemic? Phys Ther. 2020 Sep 28;100(10):1730-1736. doi: 10.1093/ptj/pzaa128. PMID: 32734298; PMCID: PMC7454884. Little LM, Pope E, Wallisch A, Dunn W. Occupation-Based Coaching by Means of Telehealth for Families of Young Children with Autism Spectrum Disorder. Am J Occup Ther. 2018 Mar/Apr;72(2):7202205020p1-7202205020p7. doi: 10.5014/ajot.2018.024786. PMID: 29426380. Myers K, Romero S. Occupational Therapists' Insights on Family Involvement in Videoconferencing-Based Home Assessments and Modifications in the Veterans Health

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Week & # AI Contact Hours	AI-Related Topic	Details on AI-Related Readings, Projects, Focus, and Assignments for Sessions
	GMM/CTM	Administration: A Descriptive Qualitative Study. Am J Occup Ther. 2025 May 1;79(3):7903205120. doi: 10.5014/ajot.2025.050879. PMID: 40183505. Kang J, Lee MJ, Kreider CM, LeBeau K, Findley K, Myers KJ, Romero S. Beyond videoconferencing: enhancing remote home assessments with 3D modeling technology. *Disabil Rehabil Assist Technol.* 2025 May;20(4):969-979. doi: 10.1080/17483107.2024.2424873. Epub 2024 Nov 8. PMID: 39514577. **(ALL)** Literature Analysis & *Neural Nudge #4 Submit pre class session – see Canvas*
Wk. 8 1.5 hrs.	Guest Speaker/s: AI in Action Consuelo M Kreider, PhD, OTR/L Megan Kettles & Jessica Dunn Brooks Rehab GMM/CTM	Kang J, Lee MJ, LeBeau K, Mburu S, Findely K, Myers KJ, Romero S, Kreider C. Enhancing Home Assessment for Rural Veterans Through Telehealth: Translating Knowledge to Practice. Poster Session. AJOT, 2025, Vol 79(Sup 2) 7911500346p1. https://doi.org/10.5014/ajot.2025.79S2-PO334 **(ALL)** Hybrid Assistive Limbs Cybernetic Treatment Center
Wk. 9 1.5 hrs.	Considering Evidence that informs Best Practice in Healthcare Diego Guarin Fixel Guest Speaker/s: AI in Action GMM/CTM	Dr. Diego Guarin – Vision MD Team Acevedo G, Lange F, Calonge C, Peach R, Wong JK, Guarin DL. VisionMD: an open-source tool for video-based analysis of motor function in movement disorders. *NPJ Parkinsons Dis.* 2025 Feb 4;11(1):27. doi: 10.1038/s41531-025-00876-6. PMID: 39900649; PMCID: PMC11790922. **(All)** Literature Analysis
Wk. 10 1.5 hrs.	What's Next on the Horizon? GMM/CTM	Futuring discussions: Collaborate in teams to evaluate and deploy AI solutions
Wk. 11 1.5 hrs. F2F	Collaborate in teams to evaluate and deploy AI solutions GMM/CTM	Trial & Feasibility of AI Solutions for Rehab – Team Discussions
Wk. 12 1.5 hrs. F2F	Eval & Presentations GMM/CTM	Sharing presentations with Peer & Faculty Assessments Final AI Team Presentations & Reflections
Wk. 13 1.5 hrs. F2F	Eval & Presentations GMM/CTM	Sharing presentations with Peer & Faculty Assessments Final AI Team Presentations & Reflections
Wk. 14 1.5 hrs. F2F	Eval & Presentations GMM/CTM	Sharing presentations with Peer & Faculty Assessments Final AI Team Presentations & Reflections
Wk.15 PRN	Finals Week all work completed	**Note: Extra Credit is Not Available for this course** Class Sessions, holidays, breaks, align with the current semester UF Calendar published by the UF Registrar

Course Materials and Technology
See topical outline above
"Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials."

Computers with Internet Access and Zoom capacities are required. Cameras on with Facial Displays required for Zoom Sessions with audio, visual, and chat participation capacities required for all Zoom sessions.

Course Materials & Supply fees: N/A

ACADEMIC REQUIREMENTS AND GRADING

Assignments – Course Requirements – Please refer to Canvas for Due Dates & Topical Outline

All Assignments are submitted via UF Canvas

All Assignments are due on Monday at 8:00 PM via the CANVAS portal, unless otherwise indicated. Please refer to Canvas for specific dates, if approved by instructor, late assignments are submitted via CANVAS as directed by course instructors

Class absences are reported to instructors via email

Assignment & Weighting – Graduate /Professional Learner

Assignments	Graduate/Professional Learner	% of Grade	Points
Literature analyses with Ethical, Legal, Social Implications w/Reflection Response	**7 Intermediate** Level Rubric (3 discipline/study area specific)	30%	30
4 Neural Nudges M/C total with 5 Canvas Quiz questions each	5 M/C	10%	10
Item Writing	**5 Queries total 1 per Neural Nudge/See Rubric**	P/F (5%)	5
AI Team Evaluation Tool Rubric/Team Participation, Lead & Contributions	1 **Intermediate to Advanced** Level Rating Rubric – Bloom's Taxonomy Levels	20%	20
Facilitation	**Pose Higher level Queries AI Teams Lead Futuring Discussion w/focus on discipline/study area specifically (5 submissions required)**	P/F (5%)	5
AI Team Presentation - Oral PPT	1 Content/Format/Delivery Rating Rubric	20%	20
Team Participation & Class Contributions	**Professional Class Behaviors/Team Leader & Facilitator – Active All Sessions**	10%	10

Assignment Brief Descriptions (*see Canvas for rating rubrics, submission schedule for semester*):

Literature analyses (*see UF Canvas for rating rubrics and to submit*): Brief 1–2-page summary introducing the a) purpose and b) methods, c) discussing the evidence, d) sharing your interpretations and/or concerns regarding any aspects of the scientific methods and e) concluding with an incorporation of your reflections on the relevance of the study findings and impact – illustrating your analyses. (7 each for GRAD, self-select articles from schedule) Submit Weeks 2-5, and Week 7 as a word .doc, via Canvas schedule due dates/times; prior to that weekly class sessions. Please utilize spelling/grammar checks and revise/review prior to submitting. 1 attempt only.

Neural Nudges (*see UF Canvas for rating rubric and to submit*)**:** Weekly submissions, Weeks 2-4 and Week 7; per Topical Outline and Canvas schedule due dates/times, 5 queries with each Neural Nudge quiz via Canvas Quiz -remote, predominantly multiple choice format, some matching, with forced choice responses in a short, timed format, with 10 minutes standard time allotted (20 minutes double time). Open book, articles, and notes are allowed, with 1 attempt only. (Honor lock is not required, compliance with UF Honor Code is required).

AI Team Evaluation (*see UF Canvas for rating rubric and to submit*)**:** Peer and Self-Assessment of Team work using a team-based rubric rating form for participation, contributions, professionalism, and any additional constructive feedback. Submitted following AI Team presentations submit via Canvas scheduled dates/times. Rating rubric based upon syllabus expectations for professionalism, and class behavior expectations, and teamwork. 1 attempt only.

AI Team Presentation (*see UF Canvas for rating rubrics and submissions*)**:** 10-15 Power Point slides with references to demonstrate review of your Trial & Feasibility of AI Solutions for Rehab or another project as approved. Please review for grammar and spelling error and revise prior to submission. Due following class presentations, submit in ppt format via Canvas schedule dates/times. Rating rubric addresses presentation format, ADA compliance, content, and equal oral delivery by all team members.

GRADUATE ONLY Facilitation (*see UF Canvas for rating rubric and to submit*)**:** Pose higher level queries to AI teams as assigned, Lead future discussions with focus on interprofessional work in your area of study/professional practice. Utilize Bloom's Taxonomy for identifying intermediate level queries (see guide provided). Submit 5 planned queries in advance of weekly sessions, Weeks 2-5, and Week 7 via Canvas schedule dates/times.

GRADUATE ONLY - Item Writing (*see UF Canvas for rating rubric and to submit*)**:** Develop 5 beginning to intermediate queries related to the main weekly topics for use in future neural nudges that have appropriate and balanced stems and queries with realistic choice responses and one clear distractor. Refer to Bloom's taxonomies provided. See rating rubric on Canvas and submit via Canvas scheduled date/times in word .doc format.

GRADUATE ONLY Team Leader & Class Contributions (*see UF Canvas for rating rubric and to submit*)**:** Participation as both a team member and leader/facilitator, with ability to switch roles to both lead and follow, rating rubric provided for both peer/self and faculty assessment; submit via Canvas, using rating rubric provided with open comment reflections section completed, per scheduled deadline in final week 15.

University Grades and UF Grading Policies

Percentage Earned	Letter Grade	Grade Points
93-100	A	4.0
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.0
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.0
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.0
60-62	D-	0.67
Below 60	E	0.0
WF		0.0
I		0.0
NG		0.0
S-U		0.0

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.
In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

More information may be found on the UF grading policy - Graduate
More information may be found on the UF Grading Policies UF attendance policy - UG
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Learners with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Exam Policy
Neural nudges are timed m/c queries provided and offered only at the designated time and schedule noted via CANVAS

Policy Related to Make Up Exams or Other Late Work

Please note that 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. Please contact the instructor if circumstances arise where you need to be absent or submit late work. We will try to balance professionalism with compassion so that we can make alternative plans, when necessary, to help you be successful in this course while prioritizing your emotional and physical well-being. If possible, please reach out before missing a class or a quiz or test.

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from eLearning when the problem was reported to them. The ticket number will document the time and date of the problem. Please e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up of a Canvas quiz.

It is our intent that all quizzes and assignments will be turned in on time (**see dates on course schedule via CANVAS**). Assessments cannot be made-up except in the case of circumstances that meet the criteria of the University of Florida policy for an excused absence. However, as described above, please reach out, via email, if extraordinary circumstances occur, and we will collaborate with you as best as possible.

In case of an absence, inform the instructor as early as possible before the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit. **If an absence for one of the above reasons results in missing an exam or quiz, contact the instructor to arrange a make-up exam or quiz, which will typically take place within one week of the due date.**

Policy Related to Make Up Exams or Other Work
Late submissions result in grade reduction by 30% due to the nature of the course content requiring readings in advance of sessions and teamwork/participation required for team project readiness. In fairness to timely work of peers, please do not request exceptions to the policy. Late submissions, for unexcused absences, for literature analyses only may be submitted until the final week of the course. Missed quizzes may not be made up. Any requests for excused absences are discussed and approved by the co-instructors, with alternative assignments required to make-up the lack of participation on that date, the alternate assignment must be completed within 72 hrs. of the original assigned due date/time. If received after this time, the grade is reduced by 30%. Up to 2 excused absences, with documentation, are allowed.

Course Policy Related to Required Class Attendance - <u>Mandatory</u>, with up to 30% deduction in participation scores with repeat tardiness and unexcused absences; monitored and tracked by primary course co-instructors via Zoom and F2F sessions

Policy Related to AI Use in This Course
When authorized by the course director, students may use AI technologies in the completion of coursework if they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted. Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently before the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

It is important to note that many generative AI models (e.g., ChatGPT, Chat Sonic, Google Bard, etc.) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating

any confidential communications, including, but not limited to, communications relating to patient records, clients, students, and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party software you use (e.g., proof-reading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

It is **_not_** acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs but does not demonstrate development in your professional practice. Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk. UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines

ACADEMIC POLICIES & RESOURCES
Information about University Academic Policies and Resources.
COURSE EVALUATION PROCESS: Learners 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/. Learners 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.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT
Expectations Regarding Course Behavior: Please refer to the expectations for the course below. These behavior expectations are guidelines to foster a positive and conducive learning environment. Learners are expected to adhere to these standards throughout the course to create an environment conducive to learning and collaboration. Some helpful guidelines in addition to UF policies:
Classroom /Professional Expectations

Expectations	Description
Attendance/Punctuality	Regular attendance and punctuality are expected. Attendance records will be maintained. Notify the instructor in advance of any planned absence or lateness via email; up to 2 excused absences are allowed per University policy of acceptable reasons with documentation; make-up work is not offered, and the original assigned work must still be completed by the deadlines unless the instructors provide written approvals (see information related to deductions for late/unexcused)
Active Participation	Actively engage in discussions, activities, and group exercises during class sessions. Contribute thoughtfully, respect diverse viewpoints, and encourage collaborative learning. Cameras on, face visible in zoom, raise hand, contribute to chat, engage in breakouts.
Preparedness and Readiness	Come to class prepared, having reviewed assigned readings, materials, or tasks beforehand. Be ready to participate, ask questions, and contribute to class discussions based on the prepared content. Take initiative to ask questions or respond to queries, rather than need to be called upon.
Respect & Professionalism	Show respect towards the instructor, fellow learners, and guest speakers. Maintain professional behavior in all interactions, both in-person and via Zoom. Be open to diverse perspectives and always demonstrate respectful communication.
Engagement with course material	Engage critically with course content, assignments, and assessments. Show an understanding of key concepts and apply them in discussions and practical exercises. Take time to reflect and share ideas with others. Seek clarification on unclear concepts and actively seek to deepen understanding
Adherence to academic integrity policies	Uphold academic integrity by avoiding plagiarism, cheating, or any form of academic dishonesty. Properly cite sources, give credit where due, and adhere to ethical standards in research, assignments, and all academic work.

Disc. Future Rehab: AI & Telehealth

Expectations	Description
Timely submissions of assignments	Submit assignments, projects, and assessments by the specified deadlines. Late submissions are subject to grade penalties unless prior arrangements have been made with the instructor due to extenuating circumstance
Technology use in class	Use technology devices responsibly for class-related activities, discussions, and research purposes only. Avoid distractions caused by personal devices during lectures or group activities. Follow guidelines set by the instructor for technology use
Collaboration and Teamwork	Engage positively in group work, demonstrating effective teamwork and collaboration skills. Contribute actively to team projects, respecting diverse opinions and responsibilities. Communicate and respectfully resolve conflicts within the team.
Feedback and Communication	Provide constructive feedback to peers and instructors in a respectful manner. Seek clarification or guidance from the instructor whenever needed. Use official communication channels for course-related queries or concerns
Flexibility & Adaptability	Show flexibility in adapting to changes in the course schedule or instructional format. Be open to learning new methodologies, tools, or technologies introduced during the course. Demonstrate adaptability in various learning environment

Communications Guidelines

Please review and put into practice the recommendations for communication:

10 Tips For Effective Communication In The Workplace – Forbes Advisor

12 Tips for Effective Communication in the Workplace [2025] • Asana

The Power of Good Communication in the Workplace

The communication guidelines are a collaborative agreement between all the learners and the instructors (and TA, as applicable). Email messages are expected to be sent through UF email or the Canvas system. Learners should expect a response within 2 business days (48 hours).

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether you see them in your email.

GRADUATE/PROFESSIONAL ADVISEMENT & GUIDANCE REGARDING
TEACHING, FACILITATION, ITEM WRITING ROLES & RESPONSIBILITIES:

Virtual Leader /Active Trainer –Foster a positive learning culture as a Virtual Leader utilizing Active Training.
- o Successfully lead and facilitate AI futuring discussions in a Zoom-based professional setting**,** achieving clear decisions, aligned participation, and productive outcomes through confident virtual leadership.
- o *Consistently delivers sessions that start and end on time with a clear agenda and stated objectives*
- o *Achieves documented outcomes (e.g., decisions, insights, action items) in at least 90% of session*
- o *Demonstrates confident facilitation behaviors (clear framing, summarization, directional prompts) as observed by peers or evaluators*
- o *Maintains active participation from most attendees (e.g., verbal, chat engagement, polls)*

Serve as an Adaptable, Authentic Leader for Team Learning Projects
- o Demonstrate effective team leadership by proactively guiding projects to completion**,** ensuring accountability, professional standards, and consistent progress across all contributors.
- o *Clearly defines roles, responsibilities, and timelines at the outset of each project*
- o *Meets or exceeds agreed project milestones and deadlines*
- o *Regularly initiates check-ins and follow-ups without external prompting*
- o *Resolves blockers or escalates issues within defined time frames*

Construct assessment materials with clarity and validity as an Item Writer
- o Produce well-defined, actionable learner queries for future Neural Nudges**,** enabling high-quality insights and demonstrating confident judgment and professional decision-making.
- o *Develops learner queries that meet predefined quality criteria (clarity, conciseness, relevance, feasibility)*

- o *Achieves approval or adoption of queries with minimal revision required*
- o *Demonstrates alignment between queries and intended learning or behavioral outcomes*
- o *Produces queries on schedule, supporting downstream development timelines*
- o *Receives positive qualitative feedback on query usefulness and clarity from stakeholders*
- o *Understands relationship between stem and distractors*

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP learners (undergraduate, graduate, and professional level) and learners (from any college) who are enrolled in PHHP courses. UPTurn advisors support learners on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress. Interested learners are paired with an UPTurn advisor, who meets with each learner *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Learners who are in crisis are strongly encouraged to use UF's existing crisis support resources. Learners can learn more about UPTurn as well as request an appointment. Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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 learners 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."

University of Florida
College of Public Health & Health Professions Syllabus
HSC 4XXX
Discover the Future of Rehabilitation:
Artificial Intelligence & Telehealth (3 Credit hours)
Fall 2026
Delivery Format: Hybrid
Course Website or E-Learning: UF CANVAS & ZOOM platform

Instructor Name: Gina Maria Musolino, PT, DPT, EdD, MSEd
Room Number: 1150 HPNP
Phone Number: (352) 273-6113
Email Address: ginamusolino@ufl.edu
Office Hours: Tuesday 10A-2PM Email for available appointments please
Preferred Course Communications: Email or Cell (801) 259 7007

Instructor Name: Christine T. Myers, PhD, OTR/L, FAOTA
Room Number: 2111 HPNP
Phone Number: (352) 273-6817
Email Address: ctmyers@phhp.ufl.edu
Office Hours: Thursday 10A-2PM Email for available appointments please
Preferred Course Communications: *Email*

Prerequisites: Junior level standing or higher & STA 2023 (C or better) or equivalent
Graduate/Professional – Enrollment in Program
All requirements must be satisfied *prior to* enrollment in the course

PURPOSE AND OUTCOME

Course Overview

Explores how artificial intelligence (AI) and telehealth are reshaping contemporary rehabilitation practice. Learners examine AI tools such as computer vision, natural language processing, and predictive analytics, and how they support remote care, rehab tracking, and clinical decision-making. The course includes hands-on experience with AI-enabled workflows, with analyses and discussions on ethical, legal, social, and accessibility implications of AI for healthcare.

Relation to Program Outcomes: The course is designed as a component of the *AI in Public Health and Healthcare UG Certificate* as one of the optional selections. The course is also offered as an *elective* for graduate and professional learners for future leaders with practice readiness with emerging AI. The course was designed to meet the *UF AI designation for graduate and UG courses.*

AI Credit - AI Course Designation Alignment: This course qualifies as an AI-Applications Course under UF's criteria with **Substantial AI content.** Learners engage with real-world AI tools and datasets.
- o **Application in multi-disciplines:** Focused on rehabilitation with an emphasis on patient education using telehealth models, use of exoskeletal robotics, virtual reality platforms, implants, remote monitoring systems/random reminders, machine learning, and predictive analyses with movement video applications.
- o **Ethical and societal implications**: Explores privacy matters related to HIPAA, bias, and access.
- o **Direct experience**: Includes tool evaluation and workflow design considerations with interactive teamwork.
- o **Interdisciplinary collaboration**: Encourages teamwork and peer-to-peer learning across clinical and technical domains for prospective and/or current rehabilitation professionals, along with AI experts and researchers.

The course consists of the following AI literacy categories for all participants:
Know AI
SLO1. Identify, describe, and/or explain the components, requirements, and/or characteristics of AI.
SLO2. Recognize, identify, describe, define, and/or explain applications of AI in multiple domains.
Use-AI
SLO3. Select and/or utilize AI tools and techniques appropriate to a specific context and application.
Ethical-AI
SLO4. Develop, apply, and/or evaluate contextually appropriate ethical frameworks to use across all aspects of AI.
Build-AI
SLO5. Assess the context-specific value or quality of AI tools and applications

Additional - Graduate/Professional Learning Outcomes
AI SLO–GP 1: Examine and weigh the moral and social justice aspects of AI for patients and their families within your professional discipline or area of graduate study.
AI SLO-GP 2: Assess the key challenges and innovations implementing the emerging use of AI therapeutic interventions, assessments, or practice management methods within your professional discipline or area of graduate study.
AI SLO-GP 3: Predict the future of AI in 3-5 years within your professional discipline or area of graduate study.

Course Objectives and/or Goals
Learning Objectives - By the end of the course, learners are able to:
1. Explain the role of AI in telehealth delivery for rehabilitation therapy with consideration of contemporary, peer-reviewed literature and current practice. [Know-AI, SLO1,2]
2. Evaluate AI tools for remote assessment and monitoring of rehabilitation patients and clients. [Ethical-AI, SLO4]
3. Discuss the design and implementation of AI-enhanced telehealth workflows for rehabilitation considering five primary categories: documentation, remote monitoring, exercise prescription, practice, practice management, and research. [Build-AI, SLO5; Use-AI, SLO3]
4. Critically analyze ethical, legal, and accessibility considerations in AI-driven telehealth. [Ethical-AI, SLO4]
5. Trial AI-based decision support systems to personalize rehabilitation therapy interventions. [Use-AI, SLO3]
6. Collaborate in teams to evaluate and deploy AI solutions for clinical decision-making with clinical case scenarios. [Build-AI, SLO5]

Instructional Methods: Hyflex format with Zoom and F2F Discussions, Guided, Peer-reviewed Article Overviews and Analyses, Brief Quizzes (Neuro Nudges), Evaluation Rubrics, Team Projects/Presentations, AI-in-Action with Guest Experts, AI videos, Reflections, Prep work with directed and assigned articles, Lecturette video, Peer2Peer learning

Blended Learning
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 of 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 professionals.

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.

Disc. Future Rehab: AI & Telehealth

DESCRIPTION OF COURSE CONTENT

<u>Weekly Schedule of Topics – 15 weeks</u>

Course: HSC 4065/HSC 6065 Discover the Future of Rehabilitation: Artificial Intelligence & Telehealth

HSC 4065/HSC 6065 – Short title: Disc Future Rehab AI & Telehealth

Designation: *100% AI: 20% Use-AI, 20% Know-AI, 30% Build-AI, 30% Ethical-AI*

Instructors: Musolino, GM & Myers, CT & AI Guests Experts

Topical Outline/Course Schedule

Week & # AI Contact Hours	AI-Related Topic	Details on AI-Related Readings, Projects, Focus, and Assignments for Sessions
Wk. 1 1.5 hrs. GMM/CTM	Orientation & Introduction to AI in healthcare – Categories of AI and Current use in Rehabilitation Ethics, privacy, and equity in digital health	Thiele, AH & Musolino, GM. Chapter 20: Transitioning from Classroom to Clinic: Growth Mindsets, Intergenerational Engagement, Telehealth and Artificial Intelligence. In: Musolino, GM & Davis, CM. *Patient Practitioner Interaction: An Experiential Manual for Developing the Art of Health Care*, 7th ed., 2025. Routledge, Taylor & Francis. ISBN-13: 9781032942735 **(ALL) ON E-Reserve** Mansour T, Wong J. Enhancing fieldwork readiness in occupational therapy students with generative AI. *Front Med (*Lausanne). 2024 Oct 16; 11:1485325. doi: 10.3389/fmed.2024.1485325. PMID: 39507712; PMCID: PMC11539485. **(ALL)** Tiribelli S, Monnot A, Shah SFH, Arora A, Toong PJ, Kong S. Ethics Principles for Artificial Intelligence-Based Telemedicine for Public Health. Am J Public Health. 2023 May;113(5):577-584. doi: 10.2105/AJPH.2023.307225. Epub 2023 Mar 9. PMID: 36893365; PMCID: PMC10088937. **(All)**
Wk. 2 1.5 hrs. GMM/CTM	Computer vision for movement analysis Ethics, privacy, and equity in digital health	Alsobhi M, Khan F, Chevidikunnan MF, Basuodan R, Shawli L, Neamatallah Z. Physical Therapists' Knowledge, and Attitudes Regarding Artificial Intelligence Applications in Health Care and Rehabilitation: Cross-sectional Study. *J Med Internet Res.* 2022 Oct 20;24(10):e39565. doi: 10.2196/39565. PMID: 36264614; PMCID: PMC9634519. **(All)** Stover AD, Jacobs K. Embracing artificial intelligence (AI) in occupational therapy practice: Bridging workforce gaps and redefining care. *Work.* 2025 Mar;80(3):1021-1028. doi: 10.1177/10519815241312447. Epub 2025 Feb 4. PMID: 39973641 (**ALL)** Literature Analysis (Select articles from Wk. 1-2) & *Neural Nudge #1 – Pre Class/Canvas*
Wk. 3 1.5 hrs.	AI Augmentation for 5 Clinical Practice Essentials: Health Care Documentation, Patient Monitoring, Assisted Rehab (e.g., Exercise Prescription, Virtual Therapies, VR, Robotics and Exoskeletons, Practice Management, and Research *AI Expert Guest*: MJ Highsmith US Dept VA, Rehab & Prosthetic Svs, Orthotic, Prosthetic & Pedorthic Clinical Svs Washington DC US Army Reserves GMM/CTM	Lin SC, Chandra E, Tsao PN, Liao WC, Chen WJ, Yen TA, Hsu JY, Jeng SF. Application of Artificial Intelligence in Infant Movement Classification: A Reliability and Validity Study in Infants Who Were Full-Term and Preterm. *Phys Ther.* 2024 Feb 1;104(2):pzad176. doi: 10.1093/ptj/pzad176. PMID: 38245806 Darbandsari P, Pescatello LS, Piscitelli D, Smith JM, Ugolini A, Colón-Semenza C. Effect of Telerehabilitation in Parkinson Disease: A Systematic Review and Meta-Analysis. *Phys Ther*. 2025 Oct 9:pzaf121. doi: 10.1093/ptj/pzaf121. Epub ahead of print. PMID: 41065729. **(ALL)** Kahle JT, Swanson AE, Reed KB, Ramakrishnan T, Klenow TD, Lunseth, P & Highsmith, MJ. Comparing the effect of transfemoral interfaces on biomechanics using the Computer Assisted Rehabilitation Environment (CAREN) to simulate perturbation scenarios. *Technology and Innovation*, 2025;24(1), 25–31. https://doi.org/10.1080/19498241.2024.2420590 **(ALL)** Literature Analysis & *Neural Nudge #2 – Submit pre class session – see Canvas*

Disc. Future Rehab: AI & Telehealth

Week & # AI Contact Hours	AI-Related Topic	Details on AI-Related Readings, Projects, Focus, and Assignments for Sessions
Wk. 4 1.5 hrs.	Generative AI and best practice NLP for patient interaction and documentation Telehealth/Documentation AI Expert Guest: Ashley Coudron MOT, OTR/L GMM/CTM	Arbel Y, Gimmon Y, Shmueli L. Evaluating the Potential of Large Language Models for Vestibular Rehabilitation Education: A Comparison of ChatGPT, Google Gemini, and Clinicians. *Phys Ther*. 2025 Apr 2;105(4):pzaf010. doi: 10.1093/ptj/pzaf010. PMID: 39932784; PMCID: PMC11994992. **(ALL)** Lin GH, Lee SC, Huang CY, Wang I, Lee YC, Hsueh IP, Hsieh CL. Developing an Accumulative Assessment System of Upper Extremity Motor Function in Patients with Stroke Using Deep Learning. *Phys Ther*. 2024 Jun 4;104(6): pzae050. doi: 10.1093/ptj/pzae050. PMID: 38531775 Literature Analysis & *Neural Nudge #3 Submit pre class session – see Canvas*
Wk. 5 1.5 hrs. F2F	Predictive analytics for treatment planning Select 1 AI Augmentation for Clinical Rehab and evaluate using the AI Rehab Tool Evaluation Rubric GMM/CTM	Anderson E, Lennon M, Kavanagh K, Weir N, Kernaghan D, Roper M, Dunlop E, Lapp L. Predictive Data Analytics in Telecare and Telehealth: Systematic Scoping Review. Online J Public Health Inform. 2024 Aug 7;16:e57618. doi: 10.2196/57618. PMID: 39110501; PMCID: PMC11339581. **(All)** When predictive analytics goes wrong: what can healthcare learn from Formula 1? **Shah SF**, Sheridan Z.Br J Hosp Med (Lond). 2020 Sep 2;81(9):1-4. doi: 10.12968/hmed.2020.0389. Epub 2020 Sep 24.PMID: 32990086 **(ALL)** Literature Analysis *Submit pre class session – see Canvas*
Wk. 6 1.5 hrs. F2F	Share and Discuss AI Tools in Teams/AI Teams Work Groups – Project Proposals – GMM/CTM	Review AI Rehab Tool Evaluations & Share Begin Team Idea – Drafting - Concept – Proposal with Facilitation for Project Ideas
Wk. 7 1.5 hrs. GMM/CTM	Telehealth platforms and AI integration	McLaughlin KH, Levy JF, Fritz JM, Skolasky RL. Trends in Telerehabilitation Utilization in the United States 2020-2021. Arch Phys Med Rehabil. 2024 Jul;105(7):1299-1304. doi: 10.1016/j.apmr.2024.02.728. Epub 2024 Mar 5. PMID: 38452882. Quinn L, Macpherson C, Long K, Shah H. Promoting Physical Activity via Telehealth in People with Parkinson Disease: The Path Forward After the COVID-19 Pandemic? Phys Ther. 2020 Sep 28;100(10):1730-1736. doi: 10.1093/ptj/pzaa128. PMID: 32734298; PMCID: PMC7454884. Little LM, Pope E, Wallisch A, Dunn W. Occupation-Based Coaching by Means of Telehealth for Families of Young Children with Autism Spectrum Disorder. Am J Occup Ther. 2018 Mar/Apr;72(2):7202205020p1-7202205020p7. doi: 10.5014/ajot.2018.024786. PMID: 29426380. Myers K, Romero S. Occupational Therapists' Insights on Family Involvement in Videoconferencing-Based Home Assessments and Modifications in the Veterans Health Administration: A Descriptive Qualitative Study. Am J Occup Ther. 2025 May 1;79(3):7903205120. doi: 10.5014/ajot.2025.050879. PMID: 40183505. Kang J, Lee MJ, Kreider CM, LeBeau K, Findley K, Myers KJ, Romero S. Beyond videoconferencing: enhancing remote home assessments with 3D modeling technology. *Disabil Rehabil Assist Technol*. 2025 May;20(4):969-979. doi: 10.1080/17483107.2024.2424873. Epub 2024 Nov 8. PMID: 39514577. **(ALL)** Literature Analysis & *Neural Nudge #4 Submit pre class session – see Canvas*

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Week & # AI Contact Hours	AI-Related Topic	Details on AI-Related Readings, Projects, Focus, and Assignments for Sessions
Wk. 8 1.5 hrs.	Guest Speaker/s: AI in Action Consuelo M Kreider, PhD, OTR/L Megan Kettles & Jessica Dunn Brooks Rehab GMM/CTM	Kang J, Lee MJ, LeBeau K, Mburu S, Findely K, Myers KJ, Romero S, Kreider C. Enhancing Home Assessment for Rural Veterans Through Telehealth: Translating Knowledge to Practice. Poster Session. AJOT, 2025, Vol 79(Sup 2) 7911500346p1. https://doi.org/10.5014/ajot.2025.79S2-PO334 **(ALL)** Hybrid Assistive Limbs Cybernetic Treatment Center
Wk. 9 1.5 hrs.	Considering Evidence that informs Best Practice in Healthcare Diego Guarin Fixel Guest Speaker/s: AI in Action GMM/CTM	Dr. Diego Guarin – Vision MD Team Acevedo G, Lange F, Calonge C, Peach R, Wong JK, Guarin DL. VisionMD: an open-source tool for video-based analysis of motor function in movement disorders. *NPJ Parkinsons Dis*. 2025 Feb 4;11(1):27. doi: 10.1038/s41531-025-00876-6. PMID: 39900649; PMCID: PMC11790922. **(All)** Literature Analysis *Submit pre class session – see Canvas*
Wk. 10 1.5 hrs.	What's Next on the Horizon? GMM/CTM	Futuring discussions: Collaborate in teams to evaluate and deploy AI solutions
Wk. 11 1.5 hrs. F2F	Collaborate in teams to evaluate and deploy AI solutions GMM/CTM	Trial & Feasibility of AI Solutions for Rehab – Team Discussions
Wk. 12 1.5 hrs. F2F	Eval & Presentations GMM/CTM	Sharing presentations with Peer & Faculty Assessments Final AI Team Presentations & Reflections
Wk. 13 1.5 hrs. F2F	Eval & Presentations GMM/CTM	Sharing presentations with Peer & Faculty Assessments Final AI Team Presentations & Reflections
Wk. 14 1.5 hrs. F2F	Eval & Presentations GMM/CTM	Sharing presentations with Peer & Faculty Assessments Final AI Team Presentations & Reflections
Wk.15 PRN	Finals Week all work completed	**Note: Extra Credit is Not Available for this course** Class Sessions, holidays, breaks, align with the current semester UF Calendar published by the UF Registrar

Course Materials and Technology
See topical outline above
"Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials."
Computers with Internet Access and Zoom capacities are required. Cameras on with Facial Displays required for Zoom Sessions with audio, visual, and chat participation capacities required for all Zoom sessions.

Course Materials & Supply fees: N/A
ACADEMIC REQUIREMENTS AND GRADING

Assignments – Course Requirements – Please refer to Canvas for Due Dates & Topical Outline
All Assignments are submitted via UF Canvas
All Assignments are due on Monday at 8:00 PM via the CANVAS portal – see Canvas for specific dates, if approved by instructor, late assignments are submitted via CANVAS as directed by course instructors
Class absences are reported to instructors via email

Assignments & Weighting – Undergraduate Learner

Assignments	Undergraduate	% of Grade	Points
Literature analyses with Ethical, Legal, Social Implications w/Reflection Response	**5 achieve Novice** Level Per Rating Rubric	40%	40
4 Neural Nudges M/C Total with 5 Canvas quiz queries each	5 M/C graded 10 minutes	20%	20
AI Team Evaluation Tool Rubric /Team Participation & Contributions	1 **Novice to Intermediate** Level Per Rating Rubric	20%	20
AI Team Presentation – Oral PPT	1 Content/Format Rating Rubric	20%	20
Class Behaviors – Faculty Rated	*See p 10-11 for Expectations*	*P/F (deductions only up to 10%)*	-10 possible

Assignment Brief Descriptions (*see Canvas for rating rubrics, submission schedule for semester*):

Literature analyses (*see UF Canvas for rating rubrics and to submit*): Brief 1–2-page summary introducing the a) purpose and b) methods, c) discussing the evidence, d) sharing your interpretations and/or concerns regarding any aspects of the scientific methods and e) concluding with an incorporation of your reflections on the relevance of the study findings and impact – illustrating your analyses. (5 total, self-select articles from schedule) Submit Weeks 2-5, and Week 7 as a word .doc, via Canvas schedule due dates/times; prior to that weekly class sessions. Please utilize spelling/grammar checks and revise/review prior to submitting. 1 attempt only.

Neural Nudges (*see UF Canvas for rating rubric and to submit*)**:** Weekly submissions, Weeks 2-4 and Week 7; per Topical Outline and Canvas schedule due dates/times, 5 queries with each Neural Nudge quiz via Canvas Quiz -remote, predominantly multiple-choice format, some matching, with forced choice responses in a short, timed format, with 10 minutes standard time allotted (20 minutes double time). Open book, articles, and notes are allowed, with 1 attempt only. (Honor lock is not required, compliance with UF Honor Code is required).

AI Team Evaluation (*see UF Canvas for rating rubric and to submit*)**:** Peer and Self-Assessment of Team work using a team-based rubric rating form for participation, contributions, professionalism, and any additional constructive feedback. Submitted following AI Team presentations submit via Canvas scheduled dates/times. Rating rubric based upon syllabus expectations for professionalism, and class behavior expectations, and teamwork. 1 attempt only.

AI Team Presentation (*see UF Canvas for rating rubrics and submissions*)**:** 10-15 Power Point slides with references to demonstrate review of your Trial & Feasibility of AI Solutions for Rehab or another project as approved. Please review for grammar and spelling error and revise prior to submission. Due following class presentations, submit in ppt format via Canvas schedule dates/times. Rating rubric addresses presentation format, ADA compliance, content, and equal oral delivery by all team members.

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University Grades and UF Grading Policies

Percentage Earned	Letter Grade	Grade Points
93-100	A	4.0
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.0
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.0
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.0
60-62	D-	0.67
Below 60	E	0.0
WF		0.0
I		0.0
NG		0.0
S-U		0.0

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.
In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

More information may be found on the UF grading policy – Graduate
More information may be found on the UF Grading Policies UF attendance policy - UG
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Learners with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Exam Policy
Neural nudges are timed m/c queries provided and offered only at the designated time and schedule noted via CANVAS

Policy Related to Make Up Exams or Other Late Work

Please note that 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. Please contact the instructor if circumstances arise where you need to be absent or submit late work. We will try to balance professionalism with compassion so that we can make alternative plans, when necessary, to help you be successful in this course while prioritizing your emotional and physical well-being. If possible, please reach out before missing a class or a quiz or test.

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from eLearning when the problem was reported to them. The ticket number will document the time and date of the problem. Please e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up of a Canvas quiz.

It is our intent that all quizzes and assignments will be turned in on time (**see dates on course schedule via CANVAS**). Assessments and assignments cannot be made-up except in the case of circumstances that meet the criteria of the University of Florida policy for an excused absence. However, as described above, please reach out if extraordinary circumstances occur, and we will collaborate with you as best as possible.

In case of an absence, inform the instructor as early as possible before the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit. **If an absence for one of the above reasons results in missing an exam or quiz, contact the instructor to arrange a make-up exam or quiz, which will typically take place within one week of the due date.**

Policy Related to Make Up Exams or Other Work
Late submissions result in grade reduction by 30% due to the nature of the course content requiring readings in advance of sessions and teamwork/participation required for team project readiness. In fairness to timely work of peers, please do not request exceptions to the policy. Late submissions, for unexcused absences, for literature analyses only may be submitted until the final week of the course. Missed quizzes may not be made up. Any requests for excused absences are discussed and approved by the co-instructors, with alternative assignments required to make-up the lack of participation on that date, the alternate assignment must be completed within 72 hrs. of the original assigned due date/time. If received after this time, the grade is reduced by 30%. Up to 2 excused absences, with documentation, are allowed.

Course Policy Related to Required Class Attendance - <u>Mandatory</u>, with up to 30% deduction in participation scores with repeat tardiness and unexcused absences; monitored and tracked by primary course co-instructors via Zoom and F2F sessions

Policy Related to AI Use in This Course
When authorized by the course director, students may use AI technologies in the completion of coursework if they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted. Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently before the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

It is important to note that many generative AI models (e.g., ChatGPT, Chat Sonic, Google Bard, etc.) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students, and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party software you use (e.g., proof-reading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

It is **_not_** acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs but does not demonstrate development in your professional practice. Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk. UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines

ACADEMIC POLICIES & RESOURCES - Information about University Academic Policies and Resources.

COURSE EVALUATION PROCESS: Learners 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/. Learners 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.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT
Expectations Regarding Course Behavior: Please refer to the expectations for the course below. These behavior expectations are guidelines to foster a positive and conducive learning environment. Learners are expected to adhere to these standards throughout the course to create an environment conducive to learning and collaboration. Some helpful guidelines in addition to UF policies:

Classroom /Professional Expectations

Expectations	Description
Attendance/Punctuality	Regular attendance and punctuality are expected. Attendance records will be maintained. Notify the instructor in advance of any planned absence or lateness via email; up to 2 excused absences are allowed per University policy of acceptable reasons with documentation; make-up work is not offered, and the original assigned work must still be completed by the deadlines unless the instructors provide written approvals (see information related to deductions for late/unexcused)
Active Participation	Actively engage in discussions, activities, and group exercises during class sessions. Contribute thoughtfully, respect diverse viewpoints, and encourage collaborative learning. Cameras on, face visible in zoom, raise hand, contribute to chat, engage in breakouts.
Preparedness and Readiness	Come to class prepared, having reviewed assigned readings, materials, or tasks beforehand. Be ready to participate, ask questions, and contribute to class discussions based on the prepared content. Take initiative to ask questions or respond to queries, rather than need to be called upon.
Respect & Professionalism	Show respect towards the instructor, fellow learners, and guest speakers. Maintain professional behavior in all interactions, both in-person and via Zoom. Be open to diverse perspectives and always demonstrate respectful communication.
Engagement with course material	Engage critically with course content, assignments, and assessments. Show an understanding of key concepts and apply them in discussions and practical exercises. Take time to reflect and share ideas with others. Seek clarification on unclear concepts and actively seek to deepen understanding
Adherence to academic integrity policies	Uphold academic integrity by avoiding plagiarism, cheating, or any form of academic dishonesty. Properly cite sources, give credit where due, and adhere to ethical standards in research, assignments, and all academic work.
Timely submissions of assignments	Submit assignments, projects, and assessments by the specified deadlines. Late submissions are subject to grade penalties unless prior arrangements have been made with the instructor due to extenuating circumstance
Technology use in class	Use technology devices responsibly for class-related activities, discussions, and research purposes only. Avoid distractions caused by personal devices during lectures or group activities. Follow guidelines set by the instructor for technology use
Collaboration and Teamwork	Engage positively in group work, demonstrating effective teamwork and collaboration skills. Contribute actively to team projects, respecting diverse opinions and responsibilities. Communicate and respectfully resolve conflicts within the team.
Feedback and Communication	Provide constructive feedback to peers and instructors in a respectful manner. Seek clarification or guidance from the instructor whenever needed. Use official communication channels for course-related queries or concerns
Flexibility & Adaptability	Show flexibility in adapting to changes in the course schedule or instructional format. Be open to learning new methodologies, tools, or technologies introduced during the course. Demonstrate adaptability in various learning environment

Disc. Future Rehab: AI & Telehealth

Communications Guidelines
Please review and put into practice the recommendations for communication:
[10 Tips For Effective Communication In The Workplace – Forbes Advisor](#)
[12 Tips for Effective Communication in the Workplace [2025] • Asana](#)
[The Power of Good Communication in the Workplace](#)
The communication guidelines are a collaborative agreement between all the learners and the instructors (and TA, as applicable). Email messages are expected to be sent through UF email or the Canvas system. Learners should expect a response within 2 business days (48 hours).
Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether you see them in your email.

PHHP Student Resources
PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP learners (undergraduate, graduate, and professional level) and learners (from any college) who are enrolled in PHHP courses. UPTurn advisors support learners on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress. Interested learners are paired with an UPTurn advisor, who meets with each learner *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Learners who are in crisis are strongly encouraged to use UF's existing [crisis support resources](#). Learners can learn more about [UPTurn](#) as well as request an appointment.
Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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 learners 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.*"

Course|New for request 22002

Info

Request: HUN 6XXX Food is Medicine: Nutritional Strategies for Disease Prevention and Management
Description of request: Examines the intersection of science, culture, and potential clinical applications of food as a primary form of medicine. Emphasizes the role of food as a therapeutic tool in promoting well-being, health, longevity, and disease prevention. Critique scientific research, explore potential nutritional therapies, and evaluate the role of dietary choices in shaping wellness.
Submitter: Anne Mathews anne.mathews@ufl.edu
Created: 11/21/2025 1:33:13 PM
Form version: 3

Responses
Recommended Prefix HUN
Course Level 6

Course Number XXX
Lab Code None
Course Title Food Is Medicine: Nutrition Strategies for Disease Prevention and Management
Transcript Title Food Is Medicine
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Spring
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 1:1
Course Description Examines the interscetion of science, culture, and potential clinical applications of food as a primary form of medicine. Emphasizes the role of food as a therapeutic tool in promoting well-being. health, longevity, and disease prevention. Critique scientific research, explore potential nutritional therapies, and evaluate the role of dietary choices in shaping wellness.
Prerequisites This course requires a basic understanding of nutrition, both macro and micro-nutrients, and the biochemistry of human nutrition including physiology and metabolism.
Co-requisites N/A
Rationale for Placement in the Curriculum Elective graduate online course.
Syllabus Content Requirements All Items Included

UF | IFAS CALS
UNIVERSITY of FLORIDA

HUN6XXX Food is Medicine: Nutritional Strategies for Disease Prevention and Management

Spring, 2026
Online Asynchronous
3 Credits

Beth Gankofskie, PhD, MS, RDN

Building 120, Room 104E

352-273-3471

gankofskie@ufl.edu

Office hours:

- Monday, 8:00-9:00am; Online via Zoom
- Zom Link:

    https://ufl.zoom.us/j/98142667706?pwd=eVB1QIU0RkxTUGlONUFRNmlMSFZjUT09

-
- Wednesday, 12:00-1:00pm in person or virtual on Zoom. Additional meeting times by appointment. Please email me at gankofskie@ufl.edu

Teaching Assistant
TBD

Course Description
Examines the intersection of science, culture, and potential clinical applications of food as a primary form of medicine. Emphasizes the role of food as a therapeutic tool in promoting well-being, health, longevity, and disease prevention. Critique scientific research, explore potential nutritional therapies, and evaluate the role of dietary choices in shaping wellness.

Course Learning Objectives
By the end of this course, students will be able to:

- Explain the fundamental concept of Food is Medicine and its historical and scientific roots.

- Identify key nutrients in foods and their role in maintaining and improving optimal health.

- Recognize the relationship between food, inflammation, and chronic disease.

- Evaluate evidence-based strategies for food-based healing.

- Examine new approaches to the biochemical and physiological impacts of food on human health.

- Develop evidence-based dietary recommendations for specific health conditions.

- Critically assess policies and ethical considerations surrounding Food Is Medicine.

- Create a Case Report drafted for publication.

Course Overview and Purpose

Course Prerequisites
This course requires a basic understanding of nutrition, both macro and micro-nutrients, and the biochemistry of human nutrition including physiology and metabolism.

Textbooks, Learning Materials, and Supply Fees
No textbook is required. All journal articles are available through UF Marton's Library or on Canvas.

Instructor's Interaction Plan

1. Weekly Announcements

- Purpose: Provide structure, highlight key concepts, and preview upcoming content.
- Format: Short video or written post (2–3 minutes).
- Timing: Posted every Monday morning.

2. Discussion Board Engagement

- Instructor Role:
    - Post guiding questions to stimulate critical thinking.
    - Respond to at least 3–5 student posts per week.
    - Highlight exemplary contributions in weekly announcements.
- Tone: Encouraging, inquisitive, and evidence based.

3. Office Hours & Q&A

- Virtual Office Hours: Held via Zoom or Teams twice per week (optional attendance).
- Asynchronous Q&A Forum: Monitored daily; responses within 24 hours on weekdays.

4. Feedback on Assignments

- Turnaround Time: Within 7 days of submission.
- Format: Inline comments + summary feedback.
- Rubric Use: Transparent grading with detailed criteria.

6. Instructor Presence in Multimedia

- Video Lectures: Include brief instructor intros and wrap-ups to personalize content.
- Guest Expert Interviews: Instructor moderates and contextualizes discussions.

7. Personalized Outreach

- Trigger Points: Non-participation, low assessment scores, or missed deadlines.
- Method: Email message offering support and resources.

Required Technology & How to Obtain Technology

Hardware Requirements

- Computer: A reliable desktop or laptop (Windows or macOS) capable of running modern software and video conferencing tools.
- Webcam & Microphone: For optional synchronous sessions, office hour participation, presentations, or recorded assignments.
- Headphones/Earbuds: Recommended for clear audio during video lectures or meetings.

Internet & Connectivity

- High-Speed Internet: Stable broadband connection (minimum 10 Mbps download speed) to stream lectures, upload assignments, and participate in discussions.

Software & Platforms

- Canvas LMS: UF's primary learning management system for accessing course materials, submitting assignments, and engaging in discussions.
- Zoom: Occasionally used for virtual office hours or optional synchronous sessions.
- Microsoft Office 365: Free for UF students; including Word, Excel, PowerPoint, and OneDrive.
- PDF Reader: For viewing course readings and syllabi *as needed*
- Web Browser: Chrome or Edge (updated to the latest version).

UF-Specific Tools

- GatorLink Account: Required for accessing UF systems including Canvas, email, and library resources.
- VPN Access: May be needed for secure access to certain UF resources off-campus.
- UF Email: Official communication channel for course updates and instructor contact.

  How to access UF technology tools: register for the course and contact the UF Help Desk via this link: https://it.ufl.edu/helpdesk/

Technical skills

1. Learning Management System (LMS) Proficiency

- Canvas: Navigate course modules, submit assignments, participate in discussions, and check grades.
- Skills include uploading files, using embedded media, and accessing feedback.

2. Communication Tools

- Email & Messaging: Use UF email and Canvas inbox for professional communication.
- Zoom or Microsoft Teams: Join virtual office hours or optional synchronous sessions.

3. Document & File Management

- Create, edit, and share documents using Microsoft Office 365 (Word, Excel, PowerPoint).
- Convert and manage PDFs for readings and submissions.

4. Web & Research Skills

- Conduct academic research using UF's library databases.
- Use citation tools like EndNote, Zotero, or RefWorks.

5. Multimedia & Presentation Tools

- Record and edit short videos or presentations using tools like PowerPoint or Adobe Express.
- Upload and embed media in Canvas discussions or assignments.

6. Basic Troubleshooting & Tech Literacy

- Update software and browsers regularly.
- Manage browser settings, clear cache, and troubleshoot login or access issues.

7. Time Management & Self-Directed Learning

- Use digital calendars or task managers (e.g., Outlook, Google Calendar) to track deadlines.
- Familiarity with asynchronous learning strategies like pacing, note-taking, and self-assessment.

Digital information literacy skills

1. Information Access & Retrieval

- Efficient use of academic databases (e.g., UF Libraries, PubMed, JSTOR).
- Advanced search techniques using Boolean operators and filters.
- Navigating UF's Canvas LMS and integrated tools like OneSearch.

2. Critical Evaluation of Sources

- Assessing credibility, bias, and relevance of digital content.
- Differentiating between peer-reviewed research, opinion pieces, and misinformation.
- Understanding scholarly vs. popular sources.

3. Ethical Use of Information

- Proper citation and referencing using APA, AMA or other academic styles.
- Avoid plagiarism through paraphrasing and attribution.
- Awareness of copyright, fair use, and academic integrity policies.

4. Digital Communication & Collaboration

- Professional email etiquette and discussion board participation.
- Using collaborative tools (e.g., Microsoft Teams, Google Docs) for group projects.
- Managing digital identity and online presence responsibly.

5. Data & Information Management

- Organizing research findings using citation managers (e.g., Zotero, EndNote).
- Creating and interpreting data visualizations.
- Using cloud storage (e.g., OneDrive) for secure file management.

Communication Guidelines

1. Instructor-to-Student Communication

- Weekly Announcements: Posted in Canvas to summarize key topics, deadlines, and expectations.
- Timely Responses: Instructors should respond to student inquiries within 24–48 hours on weekdays.
- Feedback: Assignment feedback should be constructive, personalized, and returned within 7 days of submission.
- Late work: Late submissions incur a penalty, of 10% grade reduction per day late, unless prior arrangements are made in accordance with the UF graduate handbook.

2. Student-to-Instructor Communication

- Professional Tone: Use respectful, academic language in emails and discussion posts.
- UF Email: All official communication must be sent via the student's GatorLink email.
- Canvas Inbox: Preferred method for course-related questions and updates.

3. Student-to-Student Communication

- Discussion Boards: Engage thoughtfully and respectfully; support claims with evidence when appropriate.
- Group Projects: Use collaborative tools (e.g., Microsoft Teams, Google Docs) and maintain regular contact.
- Netiquette: Follow UF's guidelines for civil discourse and respectful online behavior.

4. Accessibility & Inclusivity

- Ensure all communication is accessible (e.g., captions on videos, readable fonts).
- Be mindful of diverse backgrounds and time zones in asynchronous interactions.

. Academic Integrity

- Follow UF's Honor Code in all communications.
- Report any misconduct or inappropriate behavior through proper channels.

Class Demeanor/Expectations

Professionalism

- Students are expected to engage with course materials, peers, and the instructor in a respectful, thoughtful, and professional manner.
- Communication should reflect graduate-level standards, using appropriate language, tone, and academic integrity.

Intellectual Engagement

- Active participation in discussion boards and peer interactions is essential.
- Students should approach course content with curiosity, critical thinking, and a willingness to explore diverse perspectives in nutrition and wellness.

Time Management

- Asynchronous format requires self-discipline. Students are expected to:
  - Follow the weekly schedule.
  - Meet all deadlines.
  - Check Canvas and UF email regularly for updates.

Communication Etiquette

- Use clear, respectful language in all written communications.
- Respond to peers and instructors in a timely manner.
- Follow UF's netiquette guidelines for online learning.

Academic Integrity

- All work must be original and properly cited.
- Plagiarism, cheating, or misrepresentation will be addressed according to UF's Honor Code.

Inclusivity & Respect

- Embrace diverse viewpoints and backgrounds.
- Foster a supportive learning environment where all students feel valued and heard.

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Copilot, or similar) for assignments in this course must comply with University of Florida academic integrity policies and the Honor Code.

UF AI Use for Assignments Disclaimer

- AI may not be used to generate, complete, or substantially alter graded work unless explicitly permitted by the instructor.

- Any unauthorized use of AI tools constitutes academic misconduct and may result in disciplinary action.

- Students are responsible for ensuring that all submitted work reflects their own understanding and meets course requirements.

- If AI assistance is allowed for specific tasks, students must disclose its use and follow guidelines provided.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Weekly Course Schedule

Course Outline: Food is Medicine

Week	Topic	Key Concepts	Learning Objectives	Reading Assignments
1	Introduction to Food is Medicine	Historical perspectives; nutrition science; Ayurveda, TCM, Indigenous food systems; traditional vs. modern diets; pre-test	Explain the historical and cultural foundations of food as medicine; assess baseline knowledge of FIM	1. Platkin, C. et al. (2021). History of Food as Medicine and Culture-Specific Practices. FoodMedCenter 2. Goyal, M. R. & Chauhan, A. (2024). Holistic Approach of Nutrients and Traditional Natural Medicines. Future Integrative Medicine, 3(3), 197–208. https://doi.org/10.14218/FIM.2023.00089 3. Nguyen, P. T. (2024). Traditional Diets vs. Modern Nutrition: A Comparative Study. Journal of Food and Nutrition, 8(4). https://www.primescholars.com/articles/traditional-diets-vs-modern-nutrition-a-comparative-study-133268.html
2	Food Is vs. Food As Medicine	Roles in disease prevention; philosophical differences	Differentiate between food as sustenance and food as therapeutic; evaluate strengths and	1. Mozaffarian, D., & Lichtenstein, A. H. (2024). This is the moment: Advancing Food is Medicine through research. The American Journal of Clinical Nutrition, 119(2), 217–219. https://doi.org/10.1016/j.ajcnut.2024.01.001

			limitations of each approach	2.McMacken, M., & Shah, S. (2024). Food is medicine: The time is now. The American Journal of Medicine, 137(4), 345–347. https://doi.org/10.1016/j.amjmed.2024.01.045 3. Hanson, C., & Conklin, K. (2025). Food Is Medicine vs Food As Medicine: Why Distinction Matters for Local Food Systems. New Venture Advisors.
3	Macronutrients & Micronutrients	Nutrient deficiencies and chronic disease; nutrition assessment	Identify key nutrients and their role in disease prevention; assess nutritional needs in clinical settings	1. Fekete, M., Lehoczki, A., Kryczyk-Poprawa, A., et al. (2025). Functional foods in modern nutrition science: Mechanisms, evidence, and public health implications. Nutrients, 17(13), 215 2. De Marchis, E. H., Torres, J. M., Benesch, T., Fichtenberg, C., Allen, H. L., & Adler, N. E. (2020). Food is medicine: Actions to integrate food and nutrition into healthcare. BMJ, 369, m2482. https://doi.org/10.1136/bmj.m2482
4	Gut Microbiome & Immune Function	Probiotics/prebiotics; gut health	Explain the relationship between gut health and immunity; apply FIM principles to support microbiome health	1. Yang, S.-Y., Han, S. M., Lee, J.-Y., Kim, K. S., Lee, J.-E., & Lee, D.-W. (2025). Advancing gut microbiome research: The shift from metagenomics to multi-omics and future perspectives. Journal of Microbiology and Biotechnology, 35, e2412001. https://doi.org/10.4014/jmb.2412.12001 2. Valencia, S., Zuluaga, M., Florian Pérez, M. C., Montoya-Quintero, K. F., Candamil-Cortés, M. S., & Robledo, S. (2025). Human gut microbiome: A connecting organ between nutrition, metabolism, and health. International Journal of Molecular Sciences, 26(9), 4112. https://doi.org/10.3390/ijms26094112
5	Metabolites & Metabolic Memory	Genetic/epigenetic differences; metabolic disorders	Analyze how diet influences metabolic pathways; explore personalized nutrition based on genetic factors	1.Lagoumintzis, G., Afratis, N. A., & Patrinos, G. P. (2024). Editorial: Nutrigenomics and personalized nutrition: Advancing basic, clinical, and translational research. Frontiers in Nutrition, 11, 1435475. https://doi.org/10.3389/fnut.2024.1435475
6	Immune Function	Nutrition and immune resilience	Evaluate how specific nutrients support immune health; develop strategies to enhance immunity through diet	1.Munteanu, C., & Schwartz, B. (2022). The relationship between nutrition and the immune system. Frontiers in Nutrition, 9, 1082500. https://doi.org/10.3389/fnut.2022.1082500 2. Andreou, E., & Papaneophytou, C. (2025). Boosting immunity through nutrition and gut health: A narrative review on managing allergies and multimorbidity. Nutrients, 17(10), 1685. https://doi.org/10.3390/nu17101685
7	Inflammation	Causes of inflammation; anti-inflammatory foods	Identify dietary triggers of inflammation; recommend foods that reduce inflammation	1. Yu, X., Pu, H., & Voss, M. (2024). Overview of anti-inflammatory diets and their promising effects on non-communicable diseases. British Journal of Nutrition, 132(7), 898–918. https://doi.org/10.1017/S0007114524001405
8	Chronic Diseases & Food-Based Therapy	Medication/lifestyle impacts; habit formation; care study; care report	Integrate food-based therapy into chronic disease management; analyze case data and create care reports	1.Schulze, M. B., Martínez-González, M. A., Fung, T. T., Lichtenstein, A. H., & Forouhi, N. G. (2018). Food-based dietary patterns and chronic disease prevention. BMJ, 361, k2396. https://doi.org/10.1136/bmj.k2396 2.Tamiru, K. (2025). The role of clinical nutrition in managing chronic diseases: A holistic approach. Journal of Food Nutrition and Health, 8(1), 249. https://doi.org/10.35841/aajfnh-8.1.249

9	Phytochemical & Functional Foods	Bioactive compounds; herbal medicine	Describe the role of phytochemicals in health, assessing scientific evidence for herbal remedies	1.Hossain, M. S., Wazed, M. A., Asha, S., Amin, M. R., & Shimul, I. M. (2025). Dietary phytochemicals in health and disease: Mechanisms, clinical evidence, and applications—A comprehensive review. Food Science & Nutrition. https://doi.org/10.1002/fsn3.70101 2. Balkrishna, A., Sharma, N., Srivastava, D., Kukreti, A., Srivastava, S., & Arya, V. (2024). Exploring the safety, efficacy, and bioactivity of herbal medicines: Bridging traditional wisdom and modern science in healthcare. Future Integrative Medicine, 3(1), 35–49. https://doi.org/10.14218/FIM.2023.00086
10	Functional Foods & Food Prescriptions	Health promotion; disease prevention	Recommend functional foods for specific health outcomes; understand food prescription protocols	1.Little, M., Rosa, E., Heasley, C., Asif, A., Dodd, W., & Richter, A. (2022). Promoting healthy food access and nutrition in primary care: A systematic scoping review of food prescription programs. American Journal of Health Promotion, 36(3), 518–536. https://doi.org/10.1177/08901171211056584 2.Hager, K., Du, M., Li, Z., Mozaffarian, D., et al. (2023). Impact of produce prescriptions on diet, food security, and cardiometabolic health outcomes: A multisite evaluation. 3.CDC Produce Prescription Guidelines Voucher Incentives and Produce Prescriptions 4. ACLM Food as Medicine Clinical Education Food as Medicine	ACLM 5. Public Health Law Center Guide FoodRx Programs for Clinics
11	Precision Nutrition & Personalized Diets	Genetic and disease influences; tailored diets	Apply genetic and disease data to personalize nutrition plans; evaluate outcomes of individualized diets	1.Ordovás, J. M., Ferguson, L. R., Tai, E. S., & Mathers, J. C. (2018). Personalised nutrition and health. BMJ, 361, k2173. https://doi.org/10.1136/bmj.k2173 2.Reinders, M. J., Bouwman, E. P., van den Puttelaar, J., & Verain, M. C. D. (2020). Consumer acceptance of personalised nutrition: The role of ambivalent feelings and eating context. PLOS ONE, 15(4), e0231342. https://doi.org/10.1371/journal.pone.0231342
12	Food Frequency Analysis & Study Designs	Research impact; marketing applications	Interpret food frequency data; assess how study designs influence nutritional behavior	1. Weaver, CM, and Miller, JW. Challenges in conducting clinical nutrition research. Nutr Rev. (2017) 75:491–9. doi: 10.1093/nutrit/nux026 2. Worthington, A., Coffey, T., Gillies, K., Roy, R., & Braakhuis, A. (2024). Exploring how researchers consider nutrition trial design and participant adherence: A theory-based analysis. Frontiers in Nutrition, 11, 1457708. https://doi.org/10.3389/fnut.2024.1457708
13	Food Policy & Ethics in Healthcare	Regulations; ethical concerns	Analyze food policy impacts on access and equity; discuss ethical considerations in dietary guidance	1. Hurlimann, T., Peña-Rosas, J. P., Saxena, A., Zamora, G., & Godard, B. (2017). Ethical issues in the development and implementation of nutrition-related public health policies and interventions: A scoping review. PLoS ONE, 12(10), e0186897. https://doi.org/10.1371/journal.pone.0186897 2. Bailey, R. L., MacFarlane, A. J., Field, M. S., Tagkopoulos, I., Baranzini, S. E., Edwards, K. M., Rose, C. J., Schork, N. J., Singhal, A., Wallace, B. C., Fisher, K. P., Markakis, K., & Stover, P. J. (2024). Artificial intelligence in food and nutrition evidence: The challenges and opportunities.

				PNAS Nexus, 3(12), pgae461. https://doi.org/10.1093/pnasnexus/pgae461
14	AI & the Future of FIM	Future directions; course series; post-test; summary	Explore emerging technologies in FIM; reflect on course learnings and future applications	1. Gavai, A. K., & van Hillegersberg, J. (2025). AI-driven personalized nutrition: RAG-based digital health solution for obesity and type 2 diabetes. PLOS Digital Health, 4(5), e0000758. https://doi.org/10.1371/journal.pdig.0000758 2. Wood, N. I., Stone, T. A., Siler, M., Goldstein, M., & Albin, J. L. (2023). Physician-chef-dietitian partnerships for evidence-based dietary approaches to tackling chronic disease: The case for culinary medicine in teaching kitchens. Journal of Healthcare Leadership, 15, 129–137. https://doi.org/10.2147/JHL.S389429

Week	Topic	Assessment	Due Dates (Note: all work is due Sunday at 11:59pm ET unless otherwise noted)
1	Introduction to Food is Medicine	1.Reading and discussion submission 2. Food Pharmacy (FP) Project assigned (4 submissions)	1.Weekly discussion post 1/18/26 2. 1/18/26
2	Food Is Medicine vs. Food As Medicine	1. Reading and discussion submission 2.FP-2	1.Weekly discussion post and reflection 1/25/26 2. 1/25/26
3	Macro and Micronutrients: disease prevention	1.Reading and discussion submission 2.FP-3	1.Weekly discussion post 2/1/26 2. 2/1/26
4	Gut Microbiome and Immune Function	1. Reading and discussion submission 2. FP-4	1.Weekly discussion post 2/8/26 2. 2/8/26
5	Metabolites and Metabolic Memory	1.Reading and discussion submission 2. Reflection of one or combined of the weekly reads from weeks 1-4	1.Weekly discussion post2/15/26 2. Reflection 2/15/26
6	Immune Function and Nutrition	Reading and discussion submission	Weekly discussion post and

Week	Topic	Assessment	Due Dates (Note: all work is due Sunday at 11:59pm ET unless otherwise noted)
			reflection 2/22/26
7	Inflammation/Anti-inflammation Nutrition	Reading and discussion submission	Weekly discussion post 3/1/26
8	Food Based Therapy for Chronic Disease	1. Reading and discussion submission 2. Care Report	1.Weekly discussion post 3/8/26 2. 4/12/26
9	Phytochemicals and Functional Foods	Reading and discussion submission	Weekly discussion post 3/22/26
10	Food Prescriptions	1. Reading and discussion submission 2. Select Food-based Intervention Model	1.Weekly discussion post 3/29/26 2. 3/29/26
11	Precision Nutrition	Reading and discussion submission	Weekly discussion post and reflection 4/5/26
12	Food Frequency and Analysis	Reading and discussion submission	Weekly discussion post 4/12/26
13	Food Policy and Ethics in Healthcare	Reading and discussion submission	Weekly discussion post and reflection 4/19/26
14	Artificial Intelligence and the Future of Food Is Medicine	Reading and discussion submission	Last week of class
	Exam week		

Grading Policy

Course grading is consistent with UF grading policies.

Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Assigned reading and reflection (5) Apply research to real-world healthcare scenarios.	15x 5= **75 points**	36%
Food Pharmacy Project– Develop a research-based proposal on food as medicine.	**40**	15%
Care Report– Use primary data provided to develop a care report ready for publication submission.	**40**	15%
Bi-Weekly Discussion questions 5points each posted on Canvas requiring a submission and peer discussion on each topic.	7X 5=**35**	12%
Peer Review-3 different assignments	3x10= **30 points**	11%
Position paper: Select a food-based intervention model (original or a cited model) and outline the pros and cons.	**20**	6%
Debate: Using the selected food-based intervention model develop a well-organized defense of your model. Using PPT record (2 minutes maximum) a summary and support narrative.	**15**	5%
Total	255 points	100%

Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94.0 – 100.0%		C	74.0 – 76.9%
A-	90.0 – 93.9%		C-	70.0 – 73.9%

B+	87.0 – 89.9%		D+	67.0 – 69.9%
B	84.0 – 86.9%		D	64.0 – 66.9%
B-	80.0 – 83.9%		D-	60.0 – 63.9%
C+	77.0 – 79.9%		E	<60.0

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies

- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility

Additional information

Reading List

Note: Articles **1–29** are **required reading** as assigned. All other articles are **recommended**.

Required Readings

1. **Mozaffarian, D., & Lichtenstein, A. H.** (2024). *This is the moment: Advancing Food is Medicine through research.* **The American Journal of Clinical Nutrition, 119(2), 217–219.** https://doi.org/10.1016/j.ajcnut.2024.01.001

2. **McMacken, M., & Shah, S.** (2024). *Food is medicine: The time is now.* **The American Journal of Medicine, 137(4), 345–347.** https://doi.org/10.1016/j.amjmed.2024.01.045

3. **Kaur, N., Chugh, V., & Gupta, A. K.** (2014). *Functional foods in modern nutrition science: Mechanisms, evidence, and public health implications.* **Nutrients, 6(6), 2590–2606.** https://doi.org/10.3390/nu6062590

4. **De Marchis, E. H., Torres, J. M., Benesch, T., et al.** (2020). *Food is medicine: Actions to integrate food and nutrition into healthcare.* **BMJ, 369, m2482.** https://doi.org/10.1136/bmj.m2482

5. **Fekete, M., Lehoczki, A., Kryczyk-Poprawa, A., et al.** (2025). *Functional foods in modern nutrition science: Mechanisms, evidence, and public health implications.* **Nutrients, 17(13), 215.**

6. **Little, M., Rosa, E., Heasley, C., et al.** (2022). *Promoting Healthy Food Access and Nutrition in Primary Care: A Systematic Scoping Review of Food Prescription Programs.* **American Journal of Health Promotion, 36(3), 518–536.** https://doi.org/10.1177/08901171211056584

7. **Lagoumintzis, G., Afratis, N. A., & Patrinos, G. P.** (2024). *Editorial: Nutrigenomics and personalized nutrition: Advancing basic, clinical, and translational research.* **Frontiers in Nutrition, 11, 1435475.** https://doi.org/10.3389/fnut.2024.1435475

8. **Valencia, S., Zuluaga, M., Florian Pérez, M. C., et al.** (2025). *Human gut microbiome: A connecting organ between nutrition, metabolism, and health.* **International Journal of Molecular Sciences, 26(9), 4112.** https://doi.org/10.3390/ijms26094112

9. **Yang, S.-Y., Han, S. M., Lee, J.-Y., et al.** (2025). *Advancing gut microbiome research: The shift from metagenomics to multi-omics and future perspectives.* **Journal of Microbiology and Biotechnology, 35, e2412001.** https://doi.org/10.4014/jmb.2412.12001

10. **Platkin, C., et al.** (2021). *History of Food as Medicine and Culture-Specific Practices.* **FoodMedCenter.**

11. **Goyal, M. R., & Chauhan, A.** (2024). *Holistic Approach of Nutrients and Traditional Natural Medicines.* **Future Integrative Medicine, 3(3), 197–208.** https://doi.org/10.14218/FIM.2023.00089

12. **Nguyen, P. T.** (2024). *Traditional Diets vs. Modern Nutrition: A Comparative Study.* **Journal of Food and Nutrition, 8(4).** https://www.primescholars.com/articles/traditional-diets-vs-modern-nutrition-a-comparative-study-133268.html

13. **Munteanu, C., & Schwartz, B.** (2022). *The relationship between nutrition and the immune system.* **Frontiers in Nutrition, 9, 1082500.** https://doi.org/10.3389/fnut.2022.1082500

14. **Andreou, E., & Papaneophytou, C.** (2025). *Boosting immunity through nutrition and gut health: A narrative review on managing allergies and multimorbidity.* **Nutrients, 17(10), 1685.** https://doi.org/10.3390/nu17101685

15. **Yu, X., Pu, H., & Voss, M.** (2024). *Overview of anti-inflammatory diets and their promising effects on non-communicable diseases.* **British Journal of Nutrition, 132(7), 898–918.** https://doi.org/10.1017/S0007114524001405

16. *(Entry missing—please confirm if you have content for #16)*

17. **Hossain, M. S., Wazed, M. A., Asha, S., et al.** (2025). *Dietary phytochemicals in health and disease: Mechanisms, clinical evidence, and applications—A comprehensive review.* **Food Science & Nutrition.** https://doi.org/10.1002/fsn3.70101

18. **Balkrishna, A., Sharma, N., Srivastava, D., et al.** (2024). *Exploring the safety, efficacy, and bioactivity of herbal medicines: Bridging traditional wisdom and modern science in healthcare.* **Future Integrative Medicine, 3(1), 35–49.** https://doi.org/10.14218/FIM.2023.00086

19. **Hager, K., Du, M., Li, Z., Mozaffarian, D., et al.** (2023). *Impact of produce prescriptions on diet, food security, and cardiometabolic health outcomes: A multi-site evaluation.*

20. **Ordovás, J. M., Ferguson, L. R., Tai, E. S., & Mathers, J. C.** (2018). *Personalised nutrition and health.* **BMJ, 361, k2173.** https://doi.org/10.1136/bmj.k2173

21. **Reinders, M. J., Bouwman, E. P., van den Puttelaar, J., & Verain, M. C. D.** (2020). *Consumer acceptance of personalised nutrition: The role of ambivalent feelings and eating context.* **PLOS ONE, 15(4), e0231342.** https://doi.org/10.1371/journal.pone.0231342

22. **Worthington, A., Coffey, T., Gillies, K., et al.** (2024). *Exploring how researchers consider nutrition trial design and participant adherence: A theory-based analysis.* **Frontiers in Nutrition, 11, 1457708.** https://doi.org/10.3389/fnut.2024.1457708

23. **Weaver, C. M., & Miller, J. W.** (2017). *Challenges in conducting clinical nutrition research.* **Nutrition Reviews, 75, 491–499.** https://doi.org/10.1093/nutrit/nux026

24. **Gavai, A. K., & van Hillegersberg, J.** (2025). *AI-driven personalized nutrition: RAG-based digital health solution for obesity and type 2 diabetes.* **PLOS Digital Health, 4(5), e0000758.** https://doi.org/10.1371/journal.pdig.0000758

25. **Wood, N. I., Stone, T. A., Siler, M., et al.** (2023). *Physician-chef-dietitian partnerships for evidence-based dietary approaches to tackling chronic disease: The case for culinary medicine in teaching kitchens.* **Journal of Healthcare Leadership, 15, 129–137.** https://doi.org/10.2147/JHL.S389429

26. **Hurlimann, T., Peña-Rosas, J. P., Saxena, A., et al.** (2017). *Ethical issues in the development and implementation of nutrition-related public health policies and interventions: A scoping review.* **PLOS ONE, 12(10), e0186897.** https://doi.org/10.1371/journal.pone.0186897

27. **Bailey, R. L., MacFarlane, A. J., Field, M. S., et al.** (2024). *Artificial intelligence in food and nutrition evidence: The challenges and opportunities.* **PNAS Nexus, 3(12), pgae461.** https://doi.org/10.1093/pnasnexus/pgae461

28. **Schulze, M. B., Martínez-González, M. A., Fung, T. T., et al.** (2018). *Food-based dietary patterns and chronic disease prevention.* **BMJ, 361, k2396.** https://doi.org/10.1136/bmj.k2396

29. **Tamiru, K.** (2025). *The role of clinical nutrition in managing chronic diseases: A holistic approach.* **Journal of Food Nutrition and Health, 8(1), 249.** https://doi.org/10.35841/aajfnh-8.1.249

Recommended Readings (30–46)

30. **D'Antonio, V., Ramal-Sanchez, M., Bravo-Trippetta, C., et al.** (2025). *Unraveling the role of foods on chronic anti- and pro-inflammatory cytokines: A systematic review.* **Nutrients, 17(17), 2834.** https://doi.org/10.3390/nu17172834

31. **Lopes, C. V. A., et al.** (2024). *Interventions Using Native Foods to Promote Health.* **Nutrients, 16(23), 4222.** https://doi.org/10.3390/nu16234222

32. *(Entry missing — please confirm if you have content for #32)*

33. **International Journal of Human Nutrition and Functional Medicine.** (n.d.). *International Journal of Human Nutrition and Functional Medicine.* https://www.ichnfm.org/journal

34. **Machado, P., McNaughton, S. A., Wingrove, K., et al.** (2025). *A scoping review of the causal pathways and biological mechanisms linking nutrition exposures and health outcomes.* **Current Nutrition Reports, 14(3).** https://doi.org/10.1007/s13668-024-00591-3

35. **Slavin, J. L., & Lloyd, B.** (2022). *Health effects of vegetables and fruit: Assessing mechanisms of action.* **The American Journal of Clinical Nutrition, 116(5), 1187–1198.** https://doi.org/10.1093/ajcn/nqac209

36. **Academy of Nutrition and Dietetics.** (2024). *Communicating nutrition and dietetics research: A crucial step to improving health outcomes.* **Journal of the Academy of Nutrition and Dietetics.** https://doi.org/10.1016/j.jand.2024.06.015

37. **De Marchis, E. H., Torres, J. M., Benesch, T., et al.** (2023). *Food is Medicine and implementation science: A recipe for health equity.* **Translational Behavioral Medicine, 14(4), 234–242.** https://doi.org/10.1093/tbm/ibad045

38. **U.S. Department of Health and Human Services.** (2024). *Food Is Medicine Analytic Framework.* **Office of Disease Prevention and Health Promotion.** https://odphp.health.gov/sites/default/files/2024-09/Food%20Is%20Medicine%20Landscape%20Summary%20FINAL%20508.pdf

39. **Santos, C. J. M., Barbosa, A. S., & Sant'Anna, Â. M. O.** (2025). *Performance measurement systems in primary health care: A systematic literature review.* **BMC Health Services Research, 25, Article 353.** https://doi.org/10.1186/s12913-025-12412-6

40. **American College of Lifestyle Medicine.** *Frontiers in Nutrition Special Issue.* https://lifestylemedicine.org/food-as-medicine/

41. **Kinoshita, S., Hirooka, N., Kusano, T., Saito, K., & Aoyagi, R.** (2024). *Does health literacy influence health-related lifestyle behaviors among specialists of health management?* **BMC Primary Care, 25, Article 29.** https://doi.org/10.1186/s12875-024-02263-1

42. **Zoellner, J., Connell, C., Bounds, W., Crook, L., & Yadrick, K.** (2009). *Nutrition and health literacy: A systematic review to inform nutrition research and practice.* **Journal of the American Dietetic Association, 109(2), 271–280.** https://doi.org/10.1016/j.jada.2008.10.007

43. **Swartz, H.** (2018). *Produce Rx Programs for Diet-Based Chronic Disease Prevention.* **AMA Journal of Ethics, 20(10), E960–E967.** https://doi.org/10.1001/amajethics.2018.960

44. **Donohue, J. A., Severson, T., & Martin, L. P.** (2021). *The Food Pharmacy: Theory, Implementation, and Opportunities.* **American Journal of Preventive Cardiology, 5, 100145.** https://doi.org/10.1016/j.ajpc.2020.100145

45. *(Entry missing — please confirm if you have content for #45)*

46. **Haslam, A., Gill, J., Taniguchi, T., Love, C., & Jernigan, V. B.** (2022). *The Effect of Food Prescription Programs on Chronic Disease Management in Primarily Low-Income Populations: A Systematic Review and Meta-Analysis.* **Nutrition and Health, 28(3), 389–400.** https://doi.org/10.1177/02601060211070718

Grading Rubrics

Discussion Board Posts and Participation (Grading Rubric)

Criteria	Unsatisfactory-Beginning	Satisfactory-Developing	Excellent-Accomplished	Total
Online Attendance	**1 points**	**3 points**	**5 points**	**/5**
1 absence from online discussion board is allowed with no questions asked and no grade penalty.	7+ absences (unexcused)	4-6 absences (unexcused)	Besides the 1 penalty-free absence, participating in discussion board	
Contributions to class activities and discussion - Frequency	**1 point**	**2 points**	**3 points**	**/3**
	Student does not initiate contribution & does not participate without prompting from the instructor.	Student sometimes initiates contribution, but does so infrequently (fewer than half of the class sessions)	Student initiates contribution in at least half of the class sessions	
	1 point	**2 points**	**3 points**	**/3**

Contributions to class activities and discussion - Quality	Comments are uninformative and lacking in appropriate terminology. Heavy reliance on opinion and personal taste.	Comments are sometimes constructive, but not always relevant to the discussion. Student sometimes uses appropriate terminology.	Comments are mostly insightful & constructive; student mostly uses appropriate terminology.	
Attentiveness	**1 point**	**2.5 points**	**3 points**	**/4**
	Does not read other's posts regularly.	Student is mostly thoughtful in reading and responding to others on the discussion board. Provides timely and prepared responses	Student is thoughtful and aware of other perspectives, as indicated by comments that build on others' remarks, and contributes to the dialogue.	
Note: Lack of participation will result in zero points.	*Total (15 possible points/ A and 15 for B) Note: Discussion submissions will be grouped together for grading. The first 6 submissions are group A and the second group of 6 submissions is group B.*			**/15**

Debate on Discussion Board–Grading Rubric (individual preparation for debate topics)

Criteria	Unsatisfactory-Beginning (1 point)	Satisfactory-Developing (2 points)	Excellent-Accomplished (3 points)	Earned Points
Information	Some information was accurate and credible, but there were some minor inaccuracies	Most information was clear, accurate, and credible, but was not usually thorough	All information was clear, accurate, credible, and thorough	/3

Rebuttal	Some counter arguments were weak and irrelevant	Most counterarguments were accurate, relevant, but several were weak	All counterarguments were accurate, relevant and strong	/3
Use of facts	Some points were supported well, others were not	Every major point was supported with the highest quality of evidence but the relevance of some was questionable	Every major point was well supported with the highest quality evidence	/3
Organization	Some arguments were tied to the topic but not logical in presentation	Most arguments were clearly tied to the topic but not organized in a tight, logical fashion	All arguments were clearly tied to the topic and organized in a tight, logical fashion	/3
Understanding of topic	The student seemed to understand the main points of the topic, but didn't present with ease or confidence in the subject matter	The student seemed to understand the main points of the topic and presented those with ease	The student clearly understood the topic in depth and presented their information forcefully and convincingly	/3
				/15

Note: Lack of submission will result in zero points

Position Paper Proposal (Grading Rubric, Individual Grade)

If student performance is sufficiently low for any criteria, instructors reserve the right to assign a zero for that category. For example, a reference that does not exist will result in a 0 for depth of content.

Criteria	Unsatisfactory-Beginning (2 points)	Satisfactory-Developing (3 points)	Excellent-Accomplished (5 points)	Earned Points
Organization	Paper is poorly organized and difficult to follow.	Paper is generally clear and well organized. A few	Paper is clear, logical, and organized. Easy to follow line of reasoning.	/5

		minor points were confusing.		
Depth of Content	Background information not provided, paper not justified, objective not stated, and explanations of key concepts with support from the literature and explanations of research related to topic inaccurate or incomplete. Little attempt made to tie research papers together.	Some background information provided, objective not stated, explanations of key concepts with support from the literature and explanations of research related to topic mostly accurate and complete, but weak in some areas.	Extensive background information provided, objective clearly stated, explanations of key concepts with support from the literature and explanations of research related to topic very accurate and complete.	/5
Quality and citation of evidence or literature	The evidence was not credentialed or peer reviewed. Citation evidence was not accurate.	Most evidence was credentialed/peer reviewed. Citation was accurate in general but with a few errors.	All evidence was credentialed or peer reviewed. Citation was accurate.	/5
Formatting	Most sections of the paper did not follow the formatting instruction.	Most sections of the paper followed the formatting instruction, with a few areas that need reformatting.	All sections of the paper followed the formatting instruction, with a few areas that need reformatting.	/5
Grammar/Word Choice	Poor sentence structure and grammatical errors are evident throughout the paper. Paper does not flow well at all.	For the most part, sentences are complete, grammatically sound. Some sections of the paper flow well, however others appear choppy.	Sentences are consistently complete and grammatically sound. The paper flows well throughout.	/5
Total points (20 possible points; 5 points for the draft and 15 points for the final submission.)				20

Note: Lack of submission will result in zero points.

Assigned Reading with Reflection

Each student will read the weekly assignments and write a reflection.

Note:

Criteria	Unsatisfactory-Beginning (3 points)	Satisfactory-Developing (4 points)	Excellent-Accomplished (5 points)	Earned Points
Completeness	Addresses the assignment prompt, but only partially. OR Does not adhere to required length.	Almost completely answers the assignment prompt. Adheres to required length.	Clearly and completely answers the assignment prompt. Adheres to required length.	/5
Analysis	Slight or unclear attempt to integrate relevant facts, relationships, and the student's self.	Clear attempt to integrate relevant facts, relationships, and the student's self.	Clear integration of relevant facts, relationships, and the student's self. Includes insightful conclusions and synthesis of ideas, including how new learning can be applied to personal behaviors and choices.	/5
Writing	Includes observations but no critical reflection. Acceptable spelling and grammar with some errors.	Includes observations with some critical reflection. Good spelling and grammar with only minor errors.	Includes observations with excellent critical reflection (i.e. exploration and critique of assumptions, beliefs, and/or biases). Excellent spelling and grammar with no or minimal errors.	/5
Total (15 possible points for each Group A & B)				/15points

Note: Lack of submission will result in zero points.

Peer Review of 3 other students' submissions. (Grading Rubric for Individual Grade) The 3 assignments are as follows: the Position Paper draft, the Debate draft and Care Report draft.

Total=30 points (10 for each peer review)

Participation in Peer Review Course Activities

If student performance is sufficiently low for any criteria, instructors reserve the right to assign a zero for that category. For example, a reference that does not exist will result in a 0 for analysis.

Criteria	Unsatisfactory-Beginning	Satisfactory-Developing	Excellent-Accomplished (5 points)	Earned Points
Completeness	Answered the questions partially. (.5)	Answered the questions completely. (1.0)	Answered the questions completely and convincingly. (2)	/2
Analysis	The rationales were weak, lacked logic and evidence, and dissociated from the recommendation (2)	The rationales integrated evidence and partially support the recommendations (3.5)	The rationales were logical, integrated evidence, and fully support the recommendations (5)	/5
Writing	Acceptable spelling and grammar with some errors. Did not adhere to the formatting guideline.(1)	Good spelling and grammar with only minor errors. Adhered to the formatting guideline. (2)	Excellent spelling and grammar editing with no or minimal errors. Adhered to the formatting guideline. (3)	/3 <u>Total possible points = 10</u>

Rubric: Assigned Reading and Reflection (5 points each)

Task: Apply research from assigned readings to real-world healthcare scenarios.

Criteria	Developing (1–2)	Proficient (3–4)	Excellent (5)
Comprehension of Assigned Reading	Misinterprets or omits key concepts; lacks evidence from readings.	Shows good understanding; references main ideas with minor gaps.	Demonstrates deep understanding of key concepts; accurately synthesizes evidence from multiple sources.
Application to Healthcare Scenarios	Fails to apply research meaningfully; examples are irrelevant or missing.	Applies research to relevant scenarios with some depth; minor gaps in reasoning.	Insightfully applies research to realistic, complex clinical situations; demonstrates critical thinking.
Integration of Evidence	No evidence cited or evidence misused.	Uses at least one source appropriately; some integration of evidence.	Uses multiple sources effectively; integrates evidence to support recommendations.

Reflection and Professional Insight	No reflection or irrelevant commentary.	Reflection is present and relevant; some insight into practice.	Provides thoughtful reflection on implications for practice; demonstrates cultural and ethical awareness.
Clarity and Organization	Disorganized or unclear; frequent errors.	Mostly clear and organized; minor errors.	Writing is clear, concise, and well-organized; free of errors.

Course|New for request 22003

Info

Request: IDS 6XXX Gator Lead
Description of request: Helps prepare participants for leadership roles in any career sector. Participants will develop self and career sector awareness while building their networks through a series of interactive workshops, small team discussions, one-on-one mentoring, and career path research.
Submitter: Talline Martins tmartins@ufl.edu
Created: 10/13/2025 3:15:06 PM
Form version: 1

Responses
Recommended Prefix IDS
Course Level 6

Course Number XXX
Lab Code None
Course Title Gator Lead
Transcript Title Gator Lead
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Fall
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 2

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Seminar
Weekly Contact Hours 2 hours
Course Description Helps prepare participants for leadership roles in any career sector. Participants will develop self and career sector awareness while building their networks through a series of interactive workshops, small team discussions, one-on-one mentoring, and career path research.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum Graduate, Professional.
Syllabus Content Requirements All Items Included

GatorLead
IDS 6xxx (2 cr):
Class Periods: R 7-9
Location: Online
Academic Term: Fall 2025

Instructor:
Audrey Hall, audrey.hall@ufl.edu, 352-273-0594

Office Hours: by appointment

Teaching Assistant/Peer Mentor/Supervised Teaching Student: None

Course Description

A course designed to help prepare participants for leadership roles in any career sector. Participants will develop self and career sector awareness while building their networks through a series of interactive workshops, small team discussions, one-on-one mentoring, and career path research. 2 credits.

Course Pre-Requisites / Co-Requisites
none

Course Objectives

As a result of participating in this program, participants will be able to:
- Develop a toolbox of leadership skills through work with career experts and invited speakers
- Expand their mentoring team and learn best practices for mentees and mentors
- Develop best practices for networking
- Identify key elements of different career sectors and job types at different institutions and organizations

Materials and Supply Fees

None

Required Textbooks and Software

None

Recommended Materials

None

Course Schedule

Week	Topic	Readings & Assignments
Week 1	Introductions; Welcome & Logistics	Assignments:
Week 2	Communications and Behavioral Style Awareness	Assignments: DISC Assessment
Week 3	Tools for Conversation	Assignments: DISC Assessment Reflection
Week 4	Career Sector Exploration	Assignments: Identifying a Mentor, Tools for Conversation Reflection

Week 5	Emotional Intelligence	<u>Assignments</u>: Emotional and Social Competency Assessment,
Week 6	Personal Branding	<u>Assignments</u>: Emotional Intelligence Reflection
Week 7	Financial Considerations in Professional Life	<u>Assignments</u>: Personal Branding Reflection
Week 8	Personal and Career Planning	<u>Assignments</u>:
Week 9	Salary Negotiations	<u>Assignments</u>: Identify Professionals, Career Planning Reflection
Week 10	Hiring Practices	<u>Assignments</u>:
Week 11	Mentorship	<u>Assignments</u>: Mentor Check-In
Week 12	Empowering Others	<u>Assignments</u>:
Week 13	Becoming a Leader	<u>Assignments</u>: Graduation Ceremony Prep
Week 14	Closing Session	<u>Assignments</u>:

Attendance Policy, Class Expectations, and Make-Up Policy

Class attendance is expected and students are expected to arrive on time. Attendance will be monitored in Canvas. Excused absences must be consistent with university policies in the <u>Graduate Catalog</u> and require appropriate documentation. Additional information can be found in <u>Attendance Policies</u>. If you must miss class, or miss an assignment or exam due to an allowable, scheduled absence (for example, to participate in a sanctioned university function), you must notify the instructor during the first week of classes or immediately after the event is scheduled. If you miss a class or an assignment due to an allowable but unscheduled and unpredictable absence (e.g., illness), you must contact the instructor as soon as possible. Makeup assignments will be provided for students who miss an assignment or exam as the direct result of an allowable but unscheduled and unpredictable absence, as defined above. The composition and structure of the makeup assignment or exam will be at the discretion of the instructor.

Evaluation of Grades

The course grade is determined by the following factors with the indicated percentages:

Assignment	Number Assigned	Percentage of Final Grade
Attendance	1 per meeting	50%
Reflections/Statements	5	25%
Assessments	2	20%
Panel Questions	1	5%

<u>Attendance</u>: Students will be expected to regularly attend class meetings and engage in class discussion.

<u>Reflections/Statements</u>: Throughout the semester, students will be required to submit reflections on a week's material *or* a draft/worksheet for their teaching/research statement. Weeks with reflections and weeks with statements are denoted on the course schedule.

<u>Panel Questions</u>: For one meetings in the semester, the course holds a career panels where students can have their questions answered by current working career experts in different career sectors. Students are required to submit non-trivial questions for each career sector expert in the panel. Weeks with panel questions are denoted on the course schedule.

Grading Policy

This course is graded S/U. To achieve an S students must score on the assignments as follows:

- **Attendance**: Attend at least 80% of sessions
- **Assignments**: Complete at least 80% of the assignments (includes reflections and assessments). Assignments are deemed complete when they capture the main point of the topic and the strengths and weaknesses demonstrate reflection and critical thinking on the part of the student.

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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. Click here for guidance on how to give feedback in a professional and respectful manner. 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

Course|New for request 20563

Info

Request: IND 5XXX Sustainable Interiors
Description of request: This request is for adding a 5000 Level Graduate Course to accompany the the IND 3627 Course. The rationale for this request is to accommodate graduate students that are interested in gaining knowledge on using Green Building Rating Systems to guide research or design exploration projects while concurrently mastering the body of knowledge compulsory for successful completion of LEED or WELL accreditation examinations.

Submitter: Lisa Platt lisaplatt@ufl.edu
Created: 9/17/2024 4:01:53 PM
Form version: 2

Responses

Recommended Prefix IND
Course Level 5
Undergraduate students in 5000 level courses Yes
Rationale for 5000 level course request The rationale for introducing this 5000 level course is for graduate students with a keen interest in delving into the realms of sustainable and regenerative design or immersing themselves in the intricacies of design life-cycle analysis. This specialized course serves as a critical foundation for those embarking on a dissertation or thesis research journey in these domains, equipping them with the indispensable knowledge and skills required to navigate the complexities of interior finishes and materials. It offers a unique opportunity to develop a profound understanding of the subject matter, providing the essential tools and insights needed to excel in research endeavors focused on sustainable and regenerative design or material safety.
Course Number XXX
Lab Code C
Category of Instruction Introductory
Course Title Sustainable Interiors
Transcript Title Sustainable Interiors
Degree Type Graduate

Delivery Method(s) On-Campus
Co-Listing Yes
Co-Listing Explanation Enrolling in this class as a graduate student will bring forth substantial distinctions in students' academic and professional journey. The elevated expectations at the graduate level will encompass the creation of a comprehensive sustainable interiors research review report, honing in on the pivotal themes of communicating the measurable benefits of sustainable design interventions within interior environments. In addition to the core curriculum, students can anticipate additional readings and assignments that delve into topic of applied sustainable design research which will be curated by the course instructor, and based on the design project context. This will provide graduate students with an enriched and nuanced understanding of the subject matter as well as better equipping them with knowledge on communicating the value of sustainable interior design to clientele and project stakeholders. These distinctive elements tailored for graduate students will foster a more profound and specialized learning experience.

Graduate Learning objectives are as follows:
Students' work demonstrates an understanding of analyzing how environmental responsibility informs the practice of interior design (CIDA4c).
Proficient navigation of LEED criteria and WELL standards for informing the design of interior environments (CIDA Standard 6 a-h)
Understanding the significance of materiality, lighting, acoustics, and the integration of biophilia in attaining LEED or WELL building certification (CIDA Standards 7 a-e; 12 a-e; 13 a-e; 14 a-i; 16 b &e)
Evaluation of critical aspects of interior design to achieve different tiers of sustainable building certification (CIDA Standard 16 b and c)
Student work, supported by applied research, demonstrates an understanding of the impact of the built environment on human experience, behavior, and performance (CIDA7a).
Through students can express ideas in oral communication and quantitative analysis (CIDA9b).

Students are can measure the influence of furnishings, objects, materials, and finishes on human well-being (CIDA13a).
Effective communication of the value of sustainable design to clients.
How to prepare for the LEED Green Associate and WELL AP exams.

Undergraduate Learning objectives are as follows:
Proficient navigation of LEED criteria and WELL standards for informing the design of interior environments (CIDA Standard 6 a-h)
Understanding the significance of materiality, lighting, acoustics, and the integration of biophilia in attaining LEED or WELL building certification (CIDA Standards 7 a-e; 12 a-e; 13 a-e; 14 a-i; 16 b &e)
Evaluation of critical aspects of interior design to achieve different tiers of sustainable building certification (CIDA Standard 16 b and c)
Effective communication of the value of sustainable design to clients.
How to prepare for the LEED Green Associate and WELL AP exams.

Effective Term Spring
Effective Year 2025
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description This experiential course uses LEED ID+C , WELL v2, and other Green Building Rating Systems standards to enhance students' abilities in integrating design principles for human resilience and environmental sustainability in buildings. Combining theory and practical application in real environments, students develop crucial skills in communication, critical thinking, project management, problem-solving, and teamwork for human-centered design.
Co-requisites N/A
Prerequisites IND 3216 (or) another course in the topic area and approved by the instructor
Rationale and Placement in Curriculum The rationale for introducing this course is for graduate students with a keen interest in delving into the realms of sustainable and regenerative design. This specialized course serves as a critical foundation for those embarking on a dissertation or thesis research journey in this domain, equipping them with the indispensable knowledge and skills required to navigate the complexities of sustainable and salutogenic design for interior environments. It offers a unique opportunity to develop a profound understanding of the subject matter, providing the essential tools and insights needed to excel in research endeavors focused on regenerative sustainable design that supports human well-being.
Course Objectives The learning objectives of this course are meant to ensure that graduates comprehend their responsibility in safeguarding the health, safety, and welfare of building occupants, as well as adhering to various regulatory entities that influence practice, with a specific focus on sustainable design. The anticipated core learning outcomes of the course and their relationship to CIDA 2022 standards include the following:
1.   Proficient navigation of LEED criteria and WELL standards for informing the design of interior environments (CIDA Standard 6 a-h)
2.   Evaluation of critical aspects of interior design to achieve different tiers of sustainable building certification (CIDA Standard 16 b and c)
3.   Understanding the significance of materiality, lighting, acoustics, and the integration of biophilia in attaining LEED or WELL building certification (CIDA Standards 7 a-e; 12 a-e; 13 a-e; 14 a-i; 16 b &e)
4.   Effective communication of the value of sustainable design to clients.
5.   How to prepare for the LEED Green Associate and WELL AP exams.

For graduate students that enroll in this course the additional CIDA learning objectives will be met:
1. Students' work demonstrates an understanding of analyzing how environmental responsibility informs the practice of interior design (CIDA4c).
2. Student work, supported by applied research, demonstrates an understanding of the impact of the built environment on human experience, behavior, and performance (CIDA7a).
3. Students can express ideas in oral communication and quantitative analysis (CIDA9b).
4. Students are can measure the influence of furnishings, objects, materials, and finishes on human well-being (CIDA13a).

Course Textbook(s) and/or Other Assigned Reading No textbooks are required for this course. However, the following reading assignments drawn from the following online resources will be required of all students enrolled in the course. These are as follows:
•   LEED ID+ C information is available electronically at: https://www.usgbc.org/leed/rating-systems/new-interiors
•   WELL Building Standards is available electronically: https://v2.wellcertified.com/v/en/overview
•   International Living Future Institute Living Building Challenge: https://living-future.org/lbc/basics4-0/
•   Fitwel https://www.fitwel.org/fitwel-solutions
•   United Nations, Sustainable Development Goals (UN SDGs)
https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Additional complementary readings aligned with the course sustainable interiors assessment project will uploaded by the instructor via PDF or online link and will be assigned under each module on Canvas e- Learning portal.

Weekly Schedule of Topics Week 1: Introduction to the course; Review of syllabus, CANVAS site, schedule, grading, and resources | Understanding the difference between sustainable design certification measures
Week 2: Integrated Project Delivery LEED and WELL; Score Card Review
Week 3: Understanding ESG and Sustainable Design and Project Benchmarking | Advocating for sustainable designs with clients
Week 4: Identifying Sustainable Design Synergies and Project Scope Review | Sustainable Interiors Assessment Project Overview
Week 5: Designs that support Water Use and Safety | Sustainable and Safe Water Assessment
Week 6: IEQ Systems: Interior Environment Thermal Comfort and Energy Use | In Class: Sustainable Water Presentations and Discussion
Week 7: IEQ Assessment
Week 8: IEQ Ux: Interior Design that Supports User Health Safety and Wellbeing | Assignments 3&4- Air, Thermal Comfort, and Sound Presentations
Week 9: Understanding Material Selection on Environmental and Human Impact | Material Assessment
Week 10: Typically Spring Break (No Class)
Week 11: The impact of Lighting Design on Environmental Quality and User Experience | Materiality Presentations and Discussion
Week 12: Sustainable Interiors Project Site Visit and Score Card Updating
Week 13:Sustainable FF&E Selection and Specification | Lighting Presentations and Discussion
Week 14: Contextual Use and Usage Review and Assessment | Sustainable Furnishings Presentations and Discussion
Week 15: Qualitative and Quantitative Methods for Communicating the Return on Investment to Clients (AI)
Week 16: Debrief, Sustainable CV and Portfolio References, and LEED GA and WELL AP Exam Prep Discussion
Grading Scheme Class Participation-Individually based. Read assigned reading, attend class, complete practice quizzes, and participate in class and message board discussions.-20%
Module PPT Assignments -Individually based. Complete assignment as instructed -20%
Sustainable Interiors Project Assessment -Team based as assigned.-30%
Sustainable Interiors Consultation Project & Presentation- Final Project (Includes Graduate Research Assignments when Applicable)-30%

Grading Scale:

A	93-100	4.0	C	73-76.9	2.0
A-	90-92.9	3.67	C-	70-72.9	1.67
B+	87-89.9	3.33	D+	67-69.9	1.33
B	83-86.9	3.0	D	63-66.9	1.0
B-	80-82.9	2.67	D-	60-62.9	.67
C+	77-79.9	2.33	E	0-59	0.0

Instructor(s) Lisa Sundahl Platt
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

IND5937 | Section SUST | 3 Credits
Sustainable Interiors
Spring 2025

Instructor:	**Lisa Platt, Ph.D., CSSBB, EDAC, LEED AP BD+C**
	Assistant Professor Interior Design	FIBER Research Faculty
	College of Design, Construction and Planning (DCP) **|** University of Florida
Class Correspondence:	Phone:352-294-1435 (Platt)
	Email: lisaplatt@ufl.edu
	Messaging through Canvas is preferred
Course Time & Location:	**DAY |** M **PERIOD|** 9-10 **TIME|** 4:05-6:00
	LOCATION: Rinker 210
	DAY | W **PERIOD|** 9 **TIME|** 4:05-4:55
	LOCATION: Rinker 210
Course Co/Prerequisite:	Course approved by the instructor
Final Exam Schedule:	N/A
Office Hours:	**Platt:** Monday & Wednesday 2:00-4:00 OR By appointment at Antevy Hall, room 334
Course Website:	https://ufl.instructure.com/ for modules, announcements, assignments, discussions, lecture slides, readings, practice quizzes, and grades

Course Description:

Designed for students seeking an understanding of sustainable interior environments. Introduces best practices, current trends and case studies in various interior settings. Explores key elements of sustainability including environmental history, indoor sustainable development, waste management, energy consumption and water conservation. Prerequisite: junior standing.

Course Description:

Sustainable design for interiors requires a suite of strategies and comprehensive frameworks for assessing contextual factors that contribute to both physical and mental wellbeing. In the realm of built environments sustainability serves as a guiding principle to ensure that spaces designed for work, healing, learning, and living is optimally supportive of the health of their occupants. An effective method for implementing salutogenesis in building design involves the

understanding and application of validated sustainability and human wellness design benchmarking systems, exemplified by standards set by organizations such as the US Green Building Council' LEED, the WELL Building Institute, International Living Future Institute, BREEAM et al.

Within this experiential learning course, the LEED Interior Design and Construction (ID+C) 4, along with the WELL v2 standards, are employed to enrich students' competencies and aptitudes in integrating design principles that promote human resilience and environmental sustainability in buildings. Through a combination of pedagogical instruction and practical hands-on assessment and application in actual built environments, students will acquire essential skills, equipping them to excel as effective communicators, critical thinkers, project managers, problem solvers, and collaborative team players in the realm of designing human-centered built environments. Furthermore, this course serves as a foundational knowledge base and a pathway for students aspiring to achieve LEED AP and WELL Accreditation.

This course is co-listed with IND 4XXX Sustainable Interior Environments. In addition to the assignments from the undergraduate assignments, graduate students are also expected to complete the research-oriented graduate assignments outlined later in this syllabus. These additional assignments are highlighted in the schedule at the end of the syllabus.

Learning Objectives:

The learning objectives of this course are meant to ensure that graduates comprehend their responsibility in safeguarding the health, safety, and welfare of building occupants, as well as adhering to various regulatory entities that influence practice, with a specific focus on sustainable design. The anticipated learning outcomes of the course and their relationship to CIDA 2022 standards include the following:

1. Proficient navigation of LEED criteria and WELL standards for informing the design of interior environments (CIDA Standard 6 a-h)
2. Evaluation of critical aspects of interior design to achieve different tiers of sustainable building certification (CIDA Standard 16 b and c)
3. Understanding the significance of materiality, lighting, acoustics, and the integration of biophilia in attaining LEED or WELL building certification (CIDA Standards 7 a-e; 12 a-e; 13 a-e; 14 a-i; 16 b &e)
4. Effective communication of the value of sustainable design to clients.
5. How to prepare for the LEED Green Associate and WELL AP exams.

Class Sustainable Interiors Assessment Project:

The final project deliverable for this course will focus on the application of LEED ID+C and WELL v2 building standards to designated interiors within the Harrell Medical Education Building at the University of Florida campus. The primary goal of this assignment is to heighten student awareness regarding the implementation of LEED and WELL standards in commercial interiors. Additionally, the project aims to foster skill development in sustainable design and deepen students' practical knowledge of sustainable design principles.

Required Text/Reading:

- No textbook required
- LEED ID+ C information is available electronically at: https://www.usgbc.org/leed/rating-systems/new-interiors
- WELL Building Standards is available electronically: https://v2.wellcertified.com/v/en/overview
- International Living Future Institute Living Building Challenge: https://living-future.org/lbc/basics4-0/
- Fitwel https://www.fitwel.org/fitwel-solutions
- United Nations, Sustainable Development Goals (UN SDGs).
- Weekly readings assigned under each module on Canvas e- Learning portal.
- Students expected to complete readings as advance preparation for class discussion and exercise.

Course Format

Approach: The course approach uses didactic and applied learning. The Sustainable Interiors assessments will include actual on-campus buildings. The contexts of this assignment for the Spring 2024 semester will select interiors in the Reitz Union and the Harrell Medical Education Building

Delivery Method: The course encompasses a variety of instructional methods, including lectures, discussions, on-campus field trips, hands-on experiences, guest speaker sessions, collaborative team projects, presentations, and practice quizzes.

Course Website: https://ufl.instructure.com/ The e-learning platform on Canvas for this course will serve as a comprehensive repository for all essential materials, encompassing readings, lecture https: All course materials will be made available prior to the commencement of the semester.

Communication: Beyond the classroom setting, the preferred modes of communication are through the CANVAS course site messaging or via email at lisaplatt@ufl.edu.

Featured Experts: Subject matter experts from the industry and research sector will deliver presentations to the class, underscoring the significance of the acquired skills and providing students with a valuable networking opportunity with industry leaders. Refer to the modules for more details.

Curriculum Content Access and Engagement: The Canvas e-learning platform will serve as the primary hub for all course-related communication, discussions, announcements, submitted assignments, papers, projects, videos, quiz delivery, and presentation materials.

Students are expected to:

- Regularly check the Canvas e-learning platform for weekly course materials and presentations.
- Configure and monitor Canvas messaging to receive important class announcements.
- Submit electronic assignments, papers, presentations, and videos through the designated Canvas submission channels.

Class Protocols

- Reading material: **Students must complete the reading before each class.**
- Students attend class prepared for active participation and discussion. A quality learning experience in this course relies heavily on interaction and exchange of ideas related to the sustainable built environment.
- **Students should plan to bring your computer to every class for coursework.**
- Using the computer in class for non-class related work is not acceptable.
- Cell phones use and texting during class is not allowed. In addition, leaving the class to take calls is not allowed except for an emergency.
- Attendance is required. See university policies for excused absences and make-up: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/
- All assignments, credit submission, and presentations must be turned in on time; projects or assignments may be turned in early. For excused absences you will be given an amount of time that is commensurate with the length of the excused absence to make up any missed assignments. Any assignment turned in after it is due will incur a 10% from grade deduction for every day late (*e.g. assignment due Tuesday at 11:59 pm turned in at 12:00 am Wednesday counts as a full day late*).
- Requirements for class conduct and attendance in this course are consistent with university policies that can be found in the online catalog at: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Exams & Assignments

This course will not include formal quizzes or exams. Practice quizzes will be assessed to gauge student skill progression, graded as "Complete/Incomplete." Individual student grades will be primarily determined by module-based assignments and the Final project.

Graduate Assignments

The graduate assignments outlined and highlighted in the IND5937: Sustainable Interiors syllabus emphasize applied learning in sustainable design through research, analysis, and project-based exploration within real-world interior environments. The graduate research report component invites students to conduct an in-depth investigation focusing on one or a combination of the following: WELL Concepts, LEED v5 criteria, Living Building Challenge petals, or another third-party sustainability benchmarking framework relevant to their project.

The purpose of this report is to undertake a deep-dive exploration of how sustainability influences key design drivers and impacts user experience. This research-oriented exercise not only strengthens graduate students' capacity for critical inquiry, systems thinking, and evidence-based design but also supports their thesis or dissertation development by grounding sustainability concepts in measurable design outcomes. Accounting for half of the total grade for the final project deliverable, the graduate report serves as a pivotal synthesis of academic research and applied sustainable design analysis, reinforcing the IND MID program's mission to advance leadership and innovation in environmentally responsible interior design practice.

Grading

Assignments	Category	Description	Weight	Due date
Discussions	Individual	Complete all assigned readings before class sessions. Readings form the basis for both class and online discussions.	10%	On Canvas (refer to schedule)
Practice Quizzes	Individual	Complete all practice quizzes. Quiz questions draw directly from assigned readings and discussion topics.	10%	On Canvas (refer to schedule)
Module Assignments	Individual	Complete WELL concept-based assessments tied to ongoing project development.	20%	On Canvas (refer to schedule)
Iterative Project Assessment	Team-Based	Conduct concept- and criteria-based evaluations to assess the project's progress toward certification benchmarks.	30%	On Canvas (refer to schedule)
Graduate Report	Individual	Write an evidence-based graduate research report exploring how sustainability frameworks influence interior design, project goals, and user experience.	15%	On Canvas (refer to schedule)

Final Project Assessment	Team-Based	Submit the final comprehensive project evaluation and documentation package for certification analysis.	15%	On Canvas (refer to schedule)

Grade Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

See the following link to UF's grade policy:

https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Online course evaluation

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/

Disclaimer

This syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change depending on unforeseen scheduling issues. Such changes, communicated clearly, are not unusual and should be expected.

Weekly Class Schedule

Week	Class #	Topic/Activity	Assignment Given
1		**MODULE 1: Course Introduction**	
	1	Introduction to the course; Review of syllabus, CANVAS site, schedule, grading, and resources	CANVAS: Discussion Board Introduction | Create WELL Account | Practice Quiz Assignment **Due: TBD**
	2	Introduction to WELL and LEED project sites	Read LEED GA Handbook pp 9-17, WELL v2 overview | Complete Discussion Board Assignment **Due: TBD**
2		**MODULE 2: Getting started with LEED and WELL for Guiding Sustainable Interior Design**	
		Holiday No Class	
	3	Part 1: Understanding the difference between sustainable design certification measures	Read USGBC LEED Rating System webpage and Why WELL webpage
3	4	Part 2: Understanding ESG and Sustainable Design and Project Benchmarking	Read USGBC Green Building and ESG and WELL Investing for Health & ESG webpage | Complete Discussion Board Assignment **Due Due: TBD**
	5	Integrated Project Delivery LEED and WELL; Score Card Review	Read LEED ID+C Guide pp 3-13 and WELL Community Concept webpage | Practice Quiz Assignment **Due: TBD**
4		**MODULE 3: Assessing Environments and Setting Sustainable Design Goals**	
	6	Score Card Review and Integrated Project Delivery	Read USGBC Synergies between LEED and SDGs and WELL Innovation and Pre-approved program page. Complete Discussion Board Assignment**.** **Due: TBD**
	7	Project Scope Review and Assessment project introductions	**Assignment 1:** Team Assignments and Project Preassessment **Due 2/4/25** **Quiz 2: IPD and ESG Application for LEED and WELL Due 2/4/25** **Graduate Research Assignment Introduction**
5		**MODULE 4: Sustainable Water Use and Water Safety**	
	8	Designs that support Water Use and Safety	Read USGBC ID+C Guide WE Prerequisite & WE Credit pp 29-36 | Review WELL Water Concept | Complete Discussion Board Assignment **Due: TBD**

	9	Sustainable and Safe Water Assessment	**Assignment 2:** Sustainable and Safe Water Project Assessment PPT **Due: TBD** **Quiz 3: Sustainable Water, Energy Use, and IEQ Knowledge Testing** **Due TBD** Graduate Research Assignment Introduction
6		**MODULE 5: Energy, Thermal Comfort, and Indoor Environmental Quality (IEQ)**	
	10	IEQ Systems: Interior Environment Thermal Comfort and Energy Use	Read USGBC ID+C Guide EA pp.37-80 | Review WELL Thermal Comfort Concept | Complete Discussion Board Assignment **Due: TBD**
	11	In Class: Sustainable Water Presentations and Discussion	**Assignment 3:** Air and Thermal Comfort Assessment PPT (IEQ 1 of 2) **Due: TBD**
7	12	Designing for Improved Acoustics and Auditory Comfort; *Guest Speaker: Madison Murray, LEED GA, WELL AP*	Read USGBC ID+C Guide EQ pp.123-149 & p159 | Review WELL Air and Sound Concepts
	13	IEQ and Sound Mapping Assessment in class	**Assignment 4:** Acoustics Assessment and Sound Mapping PPT (IEQ 2 of 2) **Due: TBD** **Graduate Assignment Research Hypothesis(es) Due**
8		**MODULE 6: Materiality**	
	14	IEQ Ux: Interior Design that Supports User Health Safety and Wellbeing	Read USGBC ID+C Guide MR pp.81-122 | Read ILFI Living Product Challenge Basics| Complete Discussion Board Assignment **Due 3/7/25**
	15	In Class: Assignments 3&4-Air, Thermal Comfort, and Sound Presentations	**Assignment 5:** Materiality Assessment PPT **Due: TBD** **Graduate Assignment Research Proposed Methods Due**
9	16	Understanding Material Selection on Environmental and Human Impact; *Guest Speakers: Heather Morgan and Derick Hahn Floor & Decor*	Review WELL Material Concept | Read ILFI About the Red List| Complete Discussion Board Assignment **Due: TBD**
	17	Material Assessment Workday No in-person class	**LEED & WELL Practice Quiz Completion** **Due TBD**
10		No Class. Spring Break	
		No Class. Spring Break	

		MODULE 7: Lighting	
11	**18**	The impact of Lighting Design on Environmental Quality and User Experience	Read USGBC ID+C Guide EQ pp.150-158| Review WELL Light Concept	Complete Discussion Board Assignment **Due: TBD**
	19	In Class: Materiality Presentations and Discussion	**Assignment 6:** Lighting Assessment PPT **Due: TBD** **Graduate Assignment Research Proposal Outline Due**
12	**20**	Site Visit to Harrel Med Ed	Read BREEAM Health and wellbeing Hea 01 Visual Comfort	Complete Discussion Board Assignment **Due: TBD**
	21	Score card review and update	Practice Quiz Completion **Due: TBD**
		MODULE 8: Sustainable Furnishing Synergies	
13	**22**	Sustainable FF&E Selection and Specification	Review WELL Movement and Mind Concepts	Complete Discussion Board Assignment **Due: TBD**
	23	In Class: Lighting Presentations and Discussion	**Assignment 7:** Furnishing Impact on Movement and Mind Assessment PPT **Due: TBD**
14	**24**	Contextual Use and Usage Review and Assessment	Read USGBC ID+C Guide LT pp.14-128 & RP 166	Review WELL Nourishment and Community Concepts
	25	In Class: Sustainable Furnishings Presentations and Discussion	Download Anaconda **Due: TBD** **Graduate Assignment Research Executive Report Due**
15		MODULE 9: Communicating Sustainable Design Life Cycle and Cost Benefits to Clients	
	26	Qualitative and Quantitative Methods for Communicating the Return on Investment to Clients (AI)	Read WBDG Life Cycle Cost Analysis| Assess Machine Learning Results on Discussion Board Assignment Complete ROI Assessment for Client Presentation Final slide Deck completion
	27	Final Presentation "Dress Rehearsal."	Final scorecard completion, Fine Tune Presentations and Final Poster Development **Due: TBD** **Graduate Assignment Research Poster Due**

UNIVERSITY ACADEMIC POLICIES

Please see academic policies and resources (https://go.ufl.edu/syllabuspolicies) regarding:

- Requirements for attendance and makeup assignments (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)
- Getting connected to the Disability Resource Center (DRC) (https://disability.ufl.edu/get-started/)
- UF Grading policies (https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)
- Course Evaluations (https://my-ufl.bluera.com/
- Honesty Policy regarding cheating, plagiarism, etc. (https://sccr.dso.ufl.edu/process/student-conduct-code/)
- In-Class Recording
- Academic resources (i.e. Computing Help Desk, Career Connections, Library Support, Writing Studio, etc.)
- Campus Health and Wellness Resources (https://one.uf.edu/whole-gator/discover)

Course|New for request 22339

Info

Request: MAE 5XXX AI for Teaching and Learning Mathematics
Description of request: The School of Teaching & Learning requests a new course with AI designation.
Submitter: Richard Velasco rvelasco1@ufl.edu
Created: 1/5/2026 12:11:24 PM
Form version: 6

Responses
Recommended Prefix MAE
Course Level 5

Course Number XXX
Lab Code None
Course Title AI for Teaching and Learning Mathematics
Transcript Title AI Teach and Learn Math
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Explores the use of artificial intelligence (AI) and related technologies in mathematics education contexts. Examines instructional applications and ethical considerations through contemporary educational frameworks. Students develop skills to critically evaluate and responsibly integrate AI technology to support mathematical teaching and learning.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum The proposed course, MAE 5XXX: AI for Teaching and Learning Mathematics, responds to a growing need for coursework that prepares students to critically engage with artificial intelligence and related technologies in math education contexts. The course received pre-approval through the Provost AI Course Incentive program, which reflects institutional recognition of both its relevance and its alignment with university priorities. As AI continues to influence workforce expectations, research agendas, and educational policy at the state and national levels, students need opportunities to develop foundational AI literacy and applied decision-making skills related to mathematics teaching and learning.

This course is designed to serve graduate students, including those in master's and doctoral programs. It is intended as an elective for the Master of Arts in Education (MAE) in Mathematics Education, with the possibility of serving as a required course in the future as programs continue to evolve. At the same time, the course is appropriate for a broad audience, including educators, researchers, and others interested in the intersections of AI and mathematics education. Students do not need to be current or former teachers to enroll. No prior experience with artificial intelligence, computer science, or programming is required, and no prior teaching experience is assumed. Course assignments are designed to be flexible and will allow students to focus on classroom instruction, professional development, or broader educational applications depending on their background and career goals.

For the purposes of the curriculum approval system, the course is listed in a single modality. However,

the intent is to offer MAE 5XXX in both face-to-face and online formats in future offerings in order to increase access for graduate students across programs and support flexible participation. The selected modality reflects a system requirement rather than a limitation on future delivery options.

Syllabus Content Requirements All Items Included

<div align="center">

MAE 5XXX: AI for Teaching and Learning Mathematics
Fall 2026 • 3 Credit Hours
Thursdays, 4:05–7:05 PM
Location: Norman Hall (TBD) or Virtual (Online)

</div>

Course Designer and Instructor:
Dr. Richard Velasco
- Office: Norman Hall 2603
- Email: rlvelasco1@ufl.edu
- Phone: (352) 273-4214
- Office Hours: Tuesdays & Thursdays, 2:30–4:00 PM, or by appointment

Course Overview and Objectives:
Artificial Intelligence (AI) is rapidly transforming PK–20 mathematics education and continues to reshape how mathematical teaching, learning, and assessment occur in classrooms. This graduate-level course prepares future and current math educators to navigate AI's instructional possibilities and ethical challenges. Using the **AI4K12 Five Big Ideas Framework**, students will learn foundational concepts of AI, explore contemporary math-education AI tools, and critically examine issues of access and responsible use. Students will also develop the knowledge and skills needed to integrate AI into mathematics teaching in ways that promote sense-making, discourse, creativity, and ethical practice.

Upon successful completion of this course, students will be able to ...
- Explain the AI4K12 "Five Big Ideas" and apply them to mathematics teaching and learning.
- Analyze how educational AI tools represent mathematical ideas, process inputs, and interact with learners.
- Evaluate the pedagogical affordances and limitations of various educational AI tools.
- Design mathematics lessons that integrate AI tools to support teaching and learning.
- Critically examine ethical implications of AI in educational settings.
- Create AI-supported lesson sequences or professional development sessions grounded in research and best practices.

Textbooks and Materials:
There is no required textbook for this course. All readings consist of scholarly articles, practitioner pieces, and online resources posted on Canvas. Regular access to Canvas and a laptop or digital tablet is required every week.

AI Credit:
This course meets the Use-AI and Ethical-AI requirements of the University of Florida AI curriculum.

Use-AI Designation:
More than half of the course is devoted to the *active, hands-on use* of AI tools designed for mathematics teaching and learning. Students will learn how these systems operate, analyze the instructional opportunities they afford, and apply them directly within mathematics lesson design, formative assessment, and mathematical reasoning tasks. Course assignments, demonstrations, and design activities require students to use AI to support instructional decision-making and to evaluate the pedagogical effectiveness of AI-generated feedback and explanations.

SLO3: Students will select and utilize AI tools and techniques appropriate to a specific instructional context in mathematics education. Students will demonstrate the ability to choose appropriate AI tools (e.g., Snorkl for formative questions, Brisk for rapid feedback, Khanmigo for dialogue support), apply them purposefully in lesson design, and justify their pedagogical decisions.
Assessed by: Snorkl explorations, AI Tool Critiques, Lesson Design Tasks, Capstone Project.

Ethical-AI Designation:
Students critically examine the ethical dimensions of AI throughout the semester. Issues of fairness, data privacy, authorship, transparency in mathematics education are explicitly explored in readings, discussions, critiques, and design tasks. Every major assignment includes a requirement to analyze the potential risks of AI integration and to identify safeguards for responsible classroom use. Students develop ethical frameworks to guide their future professional practice with AI technologies.

SLO4: Students will develop, apply, and evaluate contextually appropriate ethical frameworks for the integration of AI in mathematics teaching. Students will analyze cases of algorithmic bias, equity concerns, and responsible use; design safeguards for instruction; and articulate when and how AI should be used to support learners in culturally sustaining and ethical ways.
Assessed by: Weekly reflections, AI Tool Critique #2, Lesson Design Tasks, Capstone Project (analysis and rationale).

Assignment Weight Distribution:

Assignment	Weight
Weekly Reflections	15%
AI Tool Critiques	20%
Lesson Design Tasks	25%
Capstone Project	40%
Total	**100%**

Assignments and Grading Scheme
1. *Weekly Reflections (15%)*
After each class, students will submit a 1 to 2-page reflection connecting that week's Big Idea to their teaching practice. Reflections will also include a short critique of the AI tool used in class, noting what worked, what didn't, and potential ethical or equity concerns.

2. *AI Tool Critiques (20%)*
Each student will complete two in-depth critiques (5–7 pages each) of assigned tools such as Snorkl, Brisk, or Khanmigo or other AI math tools that they have discovered on their own. These critiques will require students to test the tool, evaluate its alignment with mathematical practices (e.g., sense-making, justifying, modeling), and propose strategies for equitable classroom use. Students must also situate their critiques in relevant research literature to bridge practice with scholarship.

3. *Lesson Design Tasks (25%)*
Three times during the semester, students will design a short mathematics lesson (elementary, secondary, or tertiary level) that integrates one or more AI tools explored in class. Lessons must include:

- Standards alignment (CCSSM or Florida B.E.S.T. standards).
- Clear learning outcomes.
- A rationale for why and how AI is used.
- An explicit equity check (e.g., how will the design prevent over-reliance, address bias, or ensure inclusion of multilingual learners?).

Students will peer-review each other's lesson designs and provide constructive feedback as well as exchanging ideas for classroom implementation.

4.   *Capstone Project (40%)*

The culminating project synthesizes the semester's work and students select between two options:

- *Option A: Lesson Plan Sequence* – Develop a three-day mini-unit in mathematics that integrates AI tools, grounded in the AI4K12 framework. The unit must include teacher materials, student tasks, and assessment strategies.
- *Option B: Professional Development Module* – Design a 90-minute PD session for teachers introducing AI tools in mathematics education. The module must include session slides, an agenda, sample activities, and strategies for addressing teachers' ethical concerns.

In both options, students must submit a 10 to 12-page written analysis of their design, including a literature review, pedagogical justification, and an equity/ethics analysis. In the final week, students will present their projects in a symposium-style session.

Final course grades will be assigned using the following scale:

Letter Grade	Points	Percentage
A	94-100	94-100%
A-	90-93	90-93%
B+	87-89	87-89%
B	84-86	84-86%
B-	80-83	80-83%
C+	77-79	77-79%
C	74-76	74-76%
C-	70-73	70-73%
D+	67-69	67-69%
D	64-66	64-66%
D-	60-63	60-63%
E	0-59	0-59%

Course Policies:

Late Work Policy

- In order to receive full credit for work, students must turn in all required assignments on the specified due date.
- No late work will be accepted unless there are *documented* extenuating circumstances or *prior* communication and agreement has been made with the instructors at *least 72 hours in advance of the assignment deadline.*
- *If you know you will have obligations that may interfere with assignments, communicate with your instructor ASAP. You are always welcome to turn in assignments early!*

- Students with pre-planned activities on the day of a deadline are responsible for managing their time wisely and should plan to work ahead when needed so that they can submit their work before they leave.
- Unless you have made arrangements with your instructor, late work will *not* be accepted more than one week after the due date. If you communicate with your instructor and turn in your assignment within one week past the due date, you will lose late points, but will still be able to receive partial credit for the assignment.
- If you are missing any assignments more than one week past the due date, you will be given a zero if the assignment was not turned in and permission for an extension was not requested or granted.

E-Learning Website

Students can access the class's e-learning website by going to the UF homepage and typing "COE online" into the search box or using the following link: http://elearning.ufl.edu. Log into CANVAS using your Gatorlink username and password. This website will have a copy of the course syllabus, assignments, class announcements and other useful information. Some assignments can only be completed through the online website. All assignments will be submitted to the instructor through the class website.

AI Policy

In this course, students may use the AI tools to support their lesson planning and writing in the brainstorming and outlining stage and in the grammar and mechanics editing stage of their writing. In this course, students may *not* use AI tools to generate sentences, paragraphs, or more for discussion posts and responses and papers. APA guidelines for citations of content generated by AI can be found at this link.

University Policies:

To support consistent and accessible communication of university-wide student resources, instructors are required to include this link to academic policies and campus resources: https://go.ufl.edu/syllabuspolicies.

Weekly Course Schedule

Week	AI-Related Topic	Number of Contact Hours Related to AI	Details on AI-Related Readings, Projects, and Assignments
1	Introduction to AI in Mathematics Education	2.0 hours	Overview of AI4K12 Big Ideas; reflection on AI's role in math teaching; Reflection #1. Readings: • Touretzky et al. (2019a) • Presentation slides: https://docs.google.com/presentation/d/1ddesdqUJBo4o6DIXdDseA0VVU9g9Y62RIk0wpwAZtj4/edit?slide=id.g114fafcdcf1_0_2565#slide=id.g114fafcdcf1_0_2565
2	Big Idea 1 – Perception: How Machines "See"	2.5 hours	Demo of handwriting-recognition tools; Snorkl Exploration #1; Reflection #2. Readings: • Big Idea 1 progression chart: https://ai4k12.org/big-idea-1-overview/ • Lee et al. (2022)
3	Big Idea 2 – Representation & Reasoning	2.0 hours	Readings on AI reasoning systems; analysis of tool explanation accuracy; Reflection #3. Readings: • Big Idea 2 progression chart: https://ai4k12.org/big-idea-2-overview/ • Lee & Flavin (2025)
4	Introduction to AI Tools for Mathematics Education (Snorkl, Brisk, Khanmigo)	3.0 hours	Hands-on demonstrations with all three tools; practitioner articles; Snorkl Exploration #2; Reflection #4. Readings: • Gerstenschlager & Marin (2024) • Touretzky et al. (2019b)
5	Big Idea 3 – Learning: How Machines Learn	2.0 hours	Exploration of adaptive feedback in tools; AI Tool Critique #1 assigned; Reflection #5. Readings: • Big Idea 3 progression chart: https://ai4k12.org/big-idea-3-overview/ • Touretzky et al. (2022)
6	AI-Supported Feedback, Scaffolding & Formative Assessment	2.5 hours	Hands-on Brisk Teaching demos; Lesson Design Task #1; Reflection #6.

Week	AI-Related Topic	Number of Contact Hours Related to AI	Details on AI-Related Readings, Projects, and Assignments
			(No readings this week to focus on lesson design task).
7	Big Idea 4 - Natural Interaction: Conversations with AI	2.5 hours	Readings on chat-based tutoring; demo of Khanmigo conversational modes; Snorkl Exploration #3; Reflection #7. Readings: • Big Idea 4 progression chart: https://ai4k12.org/big-idea-4-natural-interaction/ • Wang et al. (2025)
8	Big Idea 5 - Societal Impact, Bias, and Ethical AI in Education	2.0 hours	Readings on bias, fairness, equity; ethical analysis of AI math tools; AI Tool Critique #1 due; Reflection #8. Readings: • Big Idea 5 progression chart: https://ai4k12.org/big-idea-5-societal-impact/ • Akgun & Greenhow 92022)
9	Designing Equitable AI-Supported Math Lessons	2.5 hours	Hands-on design activities; Lesson Design Task #2; Reflection #9. (No readings this week to focus on lesson design task).
10	Emerging AI Systems for Mathematics Instruction	2.0 hours	Readings on advanced AI tools; exploration of planning/differentiation tools; Reflection #10. Readings: • Janier et al. (2012) • Prothero (2025)
11	Teacher Decision-Making with AI Data	2.0 hours	Readings on data-driven instruction; analyzing AI-generated student data; AI Tool Critique #2 assigned; Reflection #11. Readings: • He et al. (2025) • Li et al. (2025)
12	Designing AI-Supported Math Learning Environments	2.5 hours	Readings on learning environment design; designing AI-integrated tasks; Lesson Design Task #3; Reflection #12.

Week	AI-Related Topic	Number of Contact Hours Related to AI	Details on AI-Related Readings, Projects, and Assignments
			(No readings this week to focus on lesson design task).
13	Mathematics Professional Development for AI Integration	2.0 hours	Readings on teacher learning; design work for capstone PD module or unit; Reflection #13. Readings: • Langreo (2025) • Chen et al. (2025)
14	Thanksgiving Break– No Class	0 hours	Out-of-class capstone work continues; AI Tool Critique #2 due. (No readings this week to focus on Capstone Presentations)
15	Capstone Presentations	1.5 hours	Students present AI-integrated lessons/PD modules, including ethical analysis; Capstone Project due.

References:

Akgun, S., & Greenhow, C. (2022). Artificial intelligence in education: Addressing ethical challenges in K-12 settings. *AI and Ethics*, *2*(3), 431-440. https://doi.org/10.1007/s43681-021-00096-7

Chen, R., Lee, V. R., & G Lee, M. (2025). A cross-sectional look at teacher reactions, worries, and professional development needs related to generative AI in an urban school district. *Education and Information Technologies*, 1-38. https://doi.org/10.1007/s10639-025-13350-w

Gerstenschlager, N. E., & Marin, K. A. (2024). *Supporting use of AI in the math classroom. Mathematics Teacher: Learning and Teaching PK–12, 117*(3), 236–241. https://doi.org/10.5951/MTLT.2023.0340

He, A., Yuan, W., Lee, L. S., & Tian, T. (2025). AI-driven predictive models for optimizing mathematics education technology: Enhancing decision-making through educational data mining and meta-analysis. *Smart Learning Environments*, *12*(1), 1-42. https://doi.org/10.1186/s40561-025-00415-z

Janier, J. B., Shafie, A., & Ahmad, W. F. W. (2012, July). Human computer interaction: An approach to mathematics' class learning management. In *International Conference on Education and e-Learning Innovations* (pp. 1-5). IEEE. https://doi.org/10.1109/ICEELI.2012.6360571

Langreo, L. (2025, March 13). *How AI is changing the way math teachers plan lessons. Education Week*. https://www.edweek.org/technology/how-ai-is-changing-the-way-math-teachers-plan-lessons/2025/03

Lee, J. H., & Flavin, E. (2025). *AI decision-making and statistical modeling in the mathematics classroom. Mathematics Teacher: Learning and Teaching PK–12, 118*(6).

Lee, D., & Yeo, S. (2022). Developing an AI-based chatbot for practicing responsive teaching in mathematics. *Computers & Education*, *191*. https://doi.org/10.1016/j.compedu.2022.104646

Li, D., Osman, S., Alhassora, N. S. A., Kumar, J. A., & Husain, S. K. S. (2025). Empowering K-12 Mathematics Teachers with Artificial Intelligence: A Systematic Review of Insights, Applications, and Challenges. *IEEE Access*.

Prothero, A. (2025, March 24). *The future of math class: How AI could transform instruction. Education Week*. https://www.edweek.org/technology/the-future-of-math-class-how-ai-could-transform-instruction/2025/03

Touretzky, D. S., Gardner-McCune, C., Martin, F., & Seehorn, D. (2019a). *Envisioning AI for K–12: What should every child know about AI?* In Proceedings of the AAAI Conference on Artificial Intelligence (Blue Sky Ideas Track). AAAI Press.

Touretzky, D. S., Gardner-McCune, C., Martin, F. L., & Seehorn, D. (2019b). *How should K–12 students experience AI?* In Proceedings of the 2019 AAAI Symposium on Educational Advances in Artificial Intelligence (EAAI) (Extended Abstract). AAAI Press.

Touretzky, D. S., Gardner-McCune, C., & Seehorn, D. (2022). *Machine learning and the five big ideas in AI. International Journal of Artificial Intelligence in Education.* Advance online publication. https://doi.org/10.1007/s40593-022-00314-1

Wang, D., Shan, D., Ju, R., Kao, B., Zhang, C., & Chen, G. (2025). Investigating dialogic interaction in K12 online one-on-one mathematics tutoring using AI and sequence mining techniques. *Education and Information Technologies*, *30*(7), 9215-9240. https://doi.org/10.1007/s10639-024-13195-9

Course|New for request 22337

Info

Request: PLP 6XXX Introduction to RNA Engineering
Description of request: This is a request to add a new graduate course that will be taught along with the existing course PLP4600.
Submitter: Anne Mathews anne.mathews@ufl.edu
Created: 1/22/2026 9:11:26 AM
Form version: 3

Responses
Recommended Prefix PLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Introduction to RNA engineering
Transcript Title RNA engineering
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Fall
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Focuses on a specialized biology topic, RNA biology, including the fundamental features of RNA and their diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature and gain the ability to engineer RNA for regulating gene expression, controlling pests, and detecting environmental pollutants.
Prerequisites This is a graduate course. Based on the feedback from the committee, I do not include a prerequisite.
Co-requisites None
Rationale for Placement in the Curriculum This is request to add a graduate students component to the current existing course, PLP4600 RNA biology. This is also a coordinated request (in addition to request 22331 to change the course name).

RNA engineering is an advanced topic in biology. Rapid development in this area has used the RNA biology principles for synthetic biology, detecting environmental pollutions, mRNA technologies, and biopesticides, etc. While upper-level undergraduate students will benefit from this course to be more competitive in job markets, it is also suitable for graduate students to take this course to enrich their research portfolios. In fact, I have received requests from faculty in UF RNA club to make this course available for graduate students, even for their postdocs. Therefore, I make this request to modify this course as a joint course for both undergraduate students (PLP4600) and graduate students (PLP6XXX).

For graduate students, they will have two additional assignments for grading.
1)Graduate students will write up to 2-page description regarding how to design RNA molecules to regulate gene expression, control pathogen infection, or detect pollutants. This writing part accounts for 80 pts, and the grading will be based on feasibility of the design and the presentation clarity.
2)Graduate students will perform a 10-min presentation to explain their designs and answer questions from peer students. This presentation accounts for 20 pts, and the grading will be based in the explanation clarity.

This additional 100 pts accounts for 20% in total grading for this graduate section.

One last thing to explain is that during the approval process for PLP4600, we have already collected ample support peer departments demonstrating that there is no existing/competing course dedicated to the topic of RNA biology/engineering.

Syllabus Content Requirements All Items Included

College of Agricultural and Life Sciences
Department of Plant Pathology

P.O.Box 110680
1450 Fifield Hall
2550 Hull Road
Gainesville, FL 32611

Course Syllabus
Fall 2026 – PLP6XXX
Introduction to RNA Engineering, In-person Course, 3 Credits

Time: MWF 1:55 – 2:45 pm
Lecture Location: In person, Fifield 2564
Instructor: Dr. Ying Wang
Office Location: 2557 Fifield Hall
Office Hours: Friday 3:00-5:00 pm.
Office Phone: 352-273-4674
Email: ying.wang1@ufl.edu

Course Description & General Education Purpose:

Focuses on a specialized biology topic, RNA biology, including the fundamental features of RNA and their diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature and gain the ability to engineer RNA for regulating gene expression, controlling pests, and detecting environmental pollutants.

Course Learning Objectives:

After taking this course, students will be able to:
1. describe the basic structural features of RNA molecules and their implications for RNA functions.
2. explain the key steps and components involved in RNA biogenesis.
3. summarize literature as well as identify the strength and weakness of scientific reports.
4. propose how to assemble of RNA elements to achieve certain biological functions.

Required Textbooks:

Book:
1. Mattick, J. & P. Amaral. 2022. *RNA, the Epicenter of Genetic Information*. CRC Press ([click here for free online version)](#).

Papers:
1. A. Fire, S. Xu, M.K. Montgomery, S.A. Kostas, S.E. Driver, C.C. Mello. 1998. Potent and specific genetic interference by double-stranded RNA in *Caenorhabditis elegans*. *Nature* 391(6669): 806-811.
2. Y. Li, A. Arce, T. Lucci, R.A. Rasmussen & J.B. Lucks. 2023. Dynamic RNA synthetic biology: new principles, practices and potential. *RNA Biol.* 20(1): 817-829.

Course Evaluation:

Exams: All exams will be taken in-person. There will be **two** midterm exams during the semester and **one** final exam during the final exam period (specific date/time are TBD). All Exams are weighted equally, 100 points each and are non-cumulative.

Literature Reading:

Students will be assigned two publications to read. Both publications will be uploaded to E-Learning website. The whole class will discuss the first publication to learn how to read scientific papers. After reading the second paper, all students will write a short analytical essay (2-page maximum) about the second paper. This essay will be graded as 100 pts in total, based on the clarity and accuracy in summarizing the assigned publication and the

constructive criticisms. It is not encouraged to use AI for this analytical assay. If used, it must be disclosed and the original prompts should also be submitted together with the analytical assay. In this case, grading will be based on the insights/understanding reflected in the original prompts.

Designing Project:
For the designing project, graduate students will write up to 2-page description regarding how to design RNA molecules to regulate gene expression, control pathogen infection, or detect pollutants. This writing part accounts for 80 pts, and the grading will be based on feasibility of the design and the presentation clarity. If AI is used, students must disclose the usage. The original prompts must also be included in the submission. Those prompts will also be used to evaluate student's independence in the designing. In addition to the writing assignment, students will perform a 10-min presentation to explain their designs and answer questions from peer students. This presentation accounts for 20 pts, and the grading will be based in the explanation clarity.

Make-up Exams:
Make-up exams will be given only when students meet the University attendance policy (https://gradcatalog.ufl.edu/graduate/regulations/). Students are expected to provide excuses ahead of the make-up exams/tests.

Grading:
Total 500 points for graduate students:
Midterm I   100
Midterm II   100
Final Exam   100
Literature essay   100
Designing project   100

	Percentage	Out of 500 Points (Graduate):
A	90.00% – 100%	450 - 500
B+	87.00% – 89.99%	435 - 449.5
B	83.00% – 86.99%	415 - 434.5
B-	80.00% – 82.99%	400 - 414.5
C+	77.00% – 79.99%	385 - 399.5
C	73.00% – 76.99%	365 - 384.5
C-	70.00% – 72.99%	350 - 364.5
D+	67.00% – 69.99%	335 - 349.5
D	63.00% – 66.99%	315 - 334.5
D-	60.00% – 62.99%	300 - 314.5
E	59.99% and below	<= 299

Academic Policies and Resources:
Please follow this link to navigate academic policies and campus resources: https://go.ufl.edu/syllabuspolicies.

University Absence Policies:
https://gradcatalog.ufl.edu/graduate/regulations/
Campus Health and Wellness Resources:
UF Whole Gator Resources: Visit https://one.uf.edu/whole-gator/discover for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Weekly Course Schedule:

Week 1	Aug 21	Syllabus
Week 2	Aug 24	Recognizing RNA as genetic material

	Aug 26	The chemical basis of RNAs
	Aug 28	The principles of RNA structures
Week 3	Aug 31	How to predict RNA structure
	Sep 2	The basis of RNA-protein interactions (1)
	Sep 4	The basis of RNA-protein interactions (2)
Week 4	Sep 7	Holiday
	Sep 9	How to predict Protein-RNA interactions
	Sep 11	Catalytic RNAs 1
Week 5	Sep 14	Catalytic RNAs 2
	Sep 16	RNA from birth to function
	Sep 18	Alternative splicing and diseases
Week 6	Sep 21	Nucleocytoplasm shuttling of RNAs
	Sep 23	Polar localization of RNAs and its functional implication
	Sep 25	Midterm I
Week 7	Sep 28	UTR structures in regulating translation
	Sep 30	How to change 5'UTR structure to modulate translation
	Oct 2	RNA silencing overview
Week 8	Oct 5	Small RNA biogenesis
	Oct 7	Paper discussion I in class (demonstration)
	Oct 9	Function of RNA silencing
Week 9	Oct 12	How to use RNA silencing
	Oct 14	Epigenetics and RNA-directed DNA methylation
	Oct 16	RNA editing- overview
Week 10	Oct 19	RNA editing and function
	Oct 21	Reading day, no class
	Oct 23	RNA long distance trafficking
Week 11	Oct 26	Midterm II
	Oct 28	RNA and membrane-less organization of organelles
	Oct 30	Biogenesis of long noncoding RNA
Week 12	Nov 2	Function of long noncoding RNA
	Nov 4	Riboswitch
	Nov 6	Assemble gene regulatory circuit using riboswitch
Week 13	Nov 9	Sensing foreign RNAs; Due date of the Literature essay
	Nov 11	Holiday
	Nov 13	Organization of viral RNAs
Week 14	Nov 16	Viral RNA replication strategies
	Nov 18	Viroid and viroid-like RNAs
	Nov 20	RNA in biotechnology
		Thanksgiving Holidays
Week 15	Nov 30	Presentation on designing project I
	Dec 2	Presentation on designing project II
Final exam	TBD	Final exam (date and time will be announced later when available)

College of Agricultural and Life Sciences
Department of Plant Pathology

P.O.Box 110680
1450 Fifield Hall
2550 Hull Road
Gainesville, FL 32611

Course Syllabus
Fall 2026 – PLP4600
Introduction to RNA Engineering, In-person Course, 3 Credits

Time: MWF 1:55 – 2:45 pm
Lecture Location: In person, Fifield 2564
Instructor: Dr. Ying Wang
Office Location: 2557 Fifield Hall
Office Hours: Friday 3:00-5:00 pm.
Office Phone: 352-273-4674
Email: ying.wang1@ufl.edu

Course Description & General Education Purpose:
RNA Biology has three one-hour lectures per week, and no laboratory. This advanced RNA biology course is designed for upper-level undergraduate students and focuses on a specialized biology topic, RNA biology, including its structure and related diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature.

Course Prerequisites:
A grade "C" or better in BCH4024 or PCB4522, or their equivalents, or permission of the instructor.

Course Learning Objectives:
After taking this course, students will be able to:
1. describe the basic structural features of RNA molecules and their implications for RNA functions.
2. explain the key steps and components involved in RNA biogenesis.
3. summarize literature as well as identify the strength and weakness of scientific reports.

Recommended Textbooks:
Textbooks are optional but highly recommended:
1. Elliott, D. & M. Ladomery. 2016. *Molecular Biology of RNA, 2nd Ed.* Oxford Univ. Press.
2. Mattick, J. & P. Amaral. 2022. *RNA, the Epicenter of Genetic Information*. CRC Press ([click here for free online version)](#).

Two relevant publications (see "Reading List" below) will be assigned to the whole class (available on the class Canvas webpage). One publication will used as an example for critical reading. The other publication will be used as a material for the literature quiz.

Reading List
1. A. Fire, S. Xu, M.K. Montgomery, S.A. Kostas, S.E. Driver, C.C. Mello. 1998. Potent and specific genetic interference by double-stranded RNA in *Caenorhabditis elegans*. *Nature* 391(6669): 806-811.
2. Y. Li, A. Arce, T. Lucci, R.A. Rasmussen & J.B. Lucks. 2023. Dynamic RNA synthetic biology: new principles, practices and potential. *RNA Biol.* 20(1): 817-829.

Course Evaluation:
Exams: All exams will be taken in-person. There will be **two** midterm exams during the semester and **one** final

exam during the final exam period (specific date/time are TBD). All Exams are weighted equally, 100 points each and are non-cumulative.

All exams/final will be multiple-choice and true-false questions.

Literature Reading:
Students will be assigned two publications to read. Both publications will be uploaded to E-Learning website. The whole class will discuss the first publication to learn how to read scientific papers. After reading the second paper, every student will write a short essay (2-page maximum) about both papers. This essay will be graded as 100 pts in total, based on the clarity and accuracy in summarizing the assigned publications and the constructive criticisms. It is not encouraged to use AI for this analytical assay. If used, it must be disclosed and the original prompts should also be submitted together with the analytical assay. In this case, grading will be based on the insights/understanding reflected in the original prompts.

Make-up Exams:
Make-up exams will be given only when students meet the University attendance policy. Students are expected to provide excuses ahead of the exams/tests.

Grading:
Total 400 points:

Midterm I	100
Midterm II	100
Final Exam	100
Literature essay	100

	Percentage	Out of 400 Points:
A	90.00% – 100%	360 - 400
B+	87.00% – 89.99%	348 - 359
B	83.00% – 86.99%	332 - 347
B-	80.00% – 82.99%	320 - 331
C+	77.00% – 79.99%	308 - 319
C	73.00% – 76.99%	292 - 307
C-	70.00% – 72.99%	280 - 291
D+	67.00% – 69.99%	268 - 279
D	63.00% – 66.99%	252 - 267
D-	60.00% – 62.99%	240 - 251
E	59.99% and below	<= 239

Academic Policies and Resources:
Please follow this link to navigate academic policies and campus resources: https://go.ufl.edu/syllabuspolicies.

Software Use:
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

In-Class Recording:
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 education 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 deliver by an 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 presentation 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 guest 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.

Campus Health and Wellness Resources:
UF Whole Gator Resources: Visit https://one.uf.edu/whole-gator/discover for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Accessibility:
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation: 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

University Absence Policies:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Weekly Course Schedule:

Week 1	Aug 21	Syllabus
Week 2	Aug 24	Recognizing RNA as genetic material
	Aug 26	The chemical basis of RNAs
	Aug 28	The principles of RNA structures
Week 3	Aug 31	How to predict RNA structure
	Sep 2	The basis of RNA-protein interactions (1)
	Sep 4	The basis of RNA-protein interactions (2)
Week 4	Sep 7	Holiday
	Sep 9	How to predict Protein-RNA interactions
	Sep 11	Catalytic RNAs 1
Week 5	Sep 14	Catalytic RNAs 2
	Sep 16	RNA from birth to function
	Sep 18	Alternative splicing and diseases
Week 6	Sep 21	Nucleocytoplasm shuttling of RNAs
	Sep 23	Polar localization of RNAs and its functional implication
	Sep 25	Midterm I

Week 7	Sep 28	UTR structures in regulating translation
	Sep 30	How to change 5'UTR structure to modulate translation
	Oct 2	RNA silencing overview
Week 8	Oct 5	Small RNA biogenesis
	Oct 7	Paper discussion I in class (demonstration)
	Oct 9	Function of RNA silencing
Week 9	Oct 12	How to use RNA silencing
	Oct 14	Epigenetics and RNA-directed DNA methylation
	Oct 16	RNA editing- overview
Week 10	Oct 19	RNA editing and function
	Oct 21	Reading day, no class (reserved for homecoming, will revise later)
	Oct 23	RNA long distance trafficking
Week 11	Oct 26	Midterm II
	Oct 28	RNA and membrane-less organization of organelles
	Oct 30	Biogenesis of long noncoding RNA
Week 12	Nov 2	Function of long noncoding RNA
	Nov 4	Riboswitch
	Nov 6	Assemble gene regulatory circuit using riboswitch
Week 13	Nov 9	Sensing foreign RNAs
	Nov 11	Holiday
	Nov 13	Organization of viral RNAs; Due date of the Literature essay
Week 14	Nov 16	Viral RNA replication strategies
	Nov 18	Viroid and viroid-like RNAs
	Nov 20	RNA in biotechnology
		Thanksgiving Holidays
Week 15	Nov 30	Discussions on Graduate students' designing project I
	Dec 2	Discussions on Graduate students' designing project II
Final exam	TBD	Final exam (date and time will be announced later when available)