PHC 3621 Ethics in Artificial Intelligence: Who's Protecting Our Health
3 credit hours
Spring 2025
Delivery Format: On-Campus Thursday 12:50-2:45PM; Online via Canvas
Course Website: E-Learning via Canvas
Classroom:

Instructor Name: Noah Hammarlund, PhD
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Email Address: noah.hammarlund@ufl.edu
Office Hours: Thursdays 3-4pm
Preferred Course Communications: Please use direct email as the primary method of contact. You can reach me at noah.hammarlund@ufl.edu. Emails received Monday-Thursday can expect a response within 24 to 48 hours. Your message is important to me. If you have not received a response within two days, please reach out to me again.

Prerequisites
PHC 3793 Higher Thinking for Healthy Humans: AI in Healthcare and Public Health

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Purpose and Outcome

Course Overview
This course explores the ethical challenges of using artificial intelligence in healthcare and the practice of Public Health. Students will examine predictive models used for making important health decisions, addressing factors that contribute to trustworthy artificial intelligence in health, and analyzing potential for bias, risk, and social inequity.

Course Goal and Relation to Program Outcomes
This course provides students with a framework for evaluating the worthiness and appropriateness of artificial intelligence applications used in healthcare and public health contexts. As such, it contributes to skills needed for future healthcare or public health professionals where evidence-based practice is used in decision-making.

Course Objectives
After successful completion of this course, students will be able to:

- Discuss justice, social responsibility, and beneficence as they relate to artificial intelligence in healthcare and public health.
- Explain the implications of the proliferation of artificial intelligence in healthcare and public health so that impacts upon human health are addressed.
- Characterize the threats and safeguards that contribute to the trustworthiness of artificial intelligence applications in healthcare and public health (data integrity, internal/external checks, safety, transparency, accountability structures, human influences upon reliable outputs, etc.).
- Outline the factors that influence equity/disparity in the implementation of artificial intelligence applications in healthcare and public health (data fairness, design fairness, outcome fairness).
- Compare and contrast protocols, policies, and practices related to artificial intelligence applications in healthcare and public health so that their effectiveness for safeguarding against ethical violations are addressed.
- Give examples of ethical violations of artificial intelligence applications in healthcare and public health that have had negative impacts.
- Discuss the various roles (data scientists, product managers, data engineers, domain experts, delivery managers, etc.) associated with artificial intelligence implementation in healthcare and public health so that their responsibilities related to ethical considerations are addressed.

Instructional Methods

Blended Learning
The course will be divided into in-person class sessions and supplemented with online content through a blended learning approach. The online content delivery will be through the course's Canvas site.

What is blended learning and why is it important?
We will be using a blended approach in this course, with selected course content presented in advance of in-person sessions. A blended learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Portions of the course content will be provided online before the live classes take place. This is content knowledge that traditionally I would have presented during a live lecture. This lets me focus my face-to-face teaching on course discussions and 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 developing lifelong skills and for becoming a health professional for today and tomorrow.

What is expected of you in blended learning?
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.

In-Person Class Sessions
This course is based on a community-oriented instructional approach, where students are encouraged and expected to be invested in their learning. We will be approaching the course content in a collaborative manner, working to build our understanding through the appreciation of individual lived experiences, cultural backgrounds, professional training, and personal and collective group interests.

The in-person class sessions will focus on active learning approaches, using short Interactive style lectures alongside interactive and discussion-based activities. Students are expected to be engaged during the class and participate in pairs, small groups, and class discussions and learning activities.

Description of Course Content

Topical Outline/Course Schedule
Course content will be in-person and online using a blended approach over the course of the 16-week semester using the following as a guide. Readings corresponding with each week will be posted and available in each appropriate Canvas course module.

Week/ Module	Start Date	Topic(s) and Objectives	Readings/ Lectures	Activities
1	1/16	Welcome to the Case - Overview and Introductions 1) Introduce students and instructor to one another to build a classroom environment ready for dialogue. 2) Review syllabus, course activities, and course contents. 3) Identify why artificial intelligence ethics are important for healthcare and public health.	Read Syllabus (before class) Coeckelbergh: Chapters 1 Quick Syllabus Review (Live)	Quiz: Syllabus Quiz (No due date) Discussion: Student Instructor Introductions (Due in class) Assignment: Pre-Course Survey (Due in class)
2	1/23	"Hello World!" – The Relationship between Humans and Machines 1) Review how humans and machine intelligence should be integrated. 2) Discuss broad ethical theories and how they can relate to evaluating AI technology. 3) Evaluate how these definitions help determine how AI can assist us in meeting current health needs.	Coeckelbergh: Chapters 3 & 4 Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Textbook and Online Content (Due before class) Discussion: What does it mean to be human? What does it mean to be a machine? What does it mean to be intelligent? (Due in class) Assignment: Ethical Framework Analysis of ChatGPT as Diabetes Patient Support (Due after class)
3	1/30	State of AI in Health - Opportunities and Responsibilities 1) Describe consensus principles of biomedical ethics 2) Review the current application of AI in healthcare and public health. 3) Evaluate the current needs for ethical evaluation of AI implementations in general and health specifically.	Coeckelbergh: Chapters 5 Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Textbook and Online Content (Due before class) Discussion: What makes medical ethics different from ethics in other fields? How do the stakes change when ethical decisions are made in the context of patient care, medical research, and public health? (Due in class) Assignment Hypothetical Case Study: Ethical Dilemmas in AI-Assisted Diagnostics (Due after class)

4	2/6	Unveiling Machine Bias 1) Describe how bias in algorithms can affect society. 2) Identify how discrimination can occur when biased data is used to train an algorithm. 3) Evaluate past instances where data issues led to AI implementations that violated societal expectations. 4) Discuss how data selection and algorithm development for AI requires ethical decision-making.	Coeckelbergh: Chapter 9 Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Online Content (Due before class) Discussion: Are algorithms more or less biased than humans? When would you expect an algorithm to be more or less biased than humans? (Due in class) Assignment: HR, Discrimination, and AI (Due after class)
5	2/13	Who 's Data is it Anyway? - Artificial Intelligence and Data Access 1) Describe the tension between protecting privacy, property, or freedom and sharing necessary for AI algorithms. 2) Identify instances in U.S. case law that identify when it is appropriate to restrict freedoms or treat groups differently. 3) Delineate between good and bad outcomes from sharing personal data with either public or private organizations.	Coeckelbergh: Chapter 6 Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Online Content (Due before class) Discussion: When is it ethically necessary to violate someone's privacy, freedom, or property? When it is ethically necessary to treat someone differently based on their identity? (Due in class) Assignment: Collecting, Mining, and Managing Health Data (Due after class)
6	2/20	Sharing is Caring – Balancing Privacy, Interoperability, and Equity 1) Discuss existing concerns related to privacy, interoperability, and equity in health AI. 2) Identify solutions to protect each principle for common AI applications: administrative simplification, risk scoring, public health surveillance and fostering innovation. 3) Synthesize generic solutions for protecting these principles into a real-world example.	Coeckelbergh: Chapter 7 Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Online Content (Due before class) Discussion: Why is privacy important for health care? Why is interoperability important for health care? Why is equity important for health care? (Due in class) Assignment: SOPs for Data Sharing. (Due after class)

7	2/27	Pulling Back the Curtain – How to Handle a "Black Box" 1) Discuss the problem of the "Black Box" and how it relates to health AI. 2) Describe how medical technology goes through regulatory approval before being available for clinical use. 3) Incorporate existing process for evaluating technology can be applied to ethical questions for AI..	Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Online Content (Due before class) Discussion: How much do you need to know about something or be able to explain it to know that it is safe? (Due in class) Assignment: Evaluating the Safety of an AI Application for Predicting Cardiovascular Disease Risk. (Due after class)
8	3/6	Safety Doesn't Happen By Accident - Determining Agency and Assigning Liability 1) Introduce concepts of safety and liability for both health science and AI. 2) Review common approaches to navigating malpractice in medicine. 3) Apply consensus principles on safety and liability to AI implementations in health care delivery.	Coeckelbergh: Chapter 8 Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Online Content (Due before class) Discussion: When do you assign fault when a mistake is made? How do you determine whether a bad outcome was outside of someone's control? (Due in class) Assignment: Evaluating liability with a human in the loop (Due after class)
9	3/13	Decoding Unfairness: Towards Addressing and Resolving Algorithmic Bias 1) Understand the concept of algorithmic bias and its implications for individuals and society. 2) Explore techniques for mitigating bias in algorithms, such as fairness-aware machine learning and algorithmic transparency. 3) Develop strategies for advocating for fairness and equity in algorithmic decision-making processes.	Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Online Content (Due before class) Discussion: What should the role of human agency be in the design and development of algorithms to promote fairness and mitigate biases? (Due in class) Assignment: None (Due after class) **Infographic due by end of Module (Sunday 11:59PM)**
10	3/20	Spring Break		

11	3/27	Tyranny of the Majority - Policy and Responsibility for AI Implementation 1) Identify the options and roles that different types of policy makers can play in ethical AI implementation. 2) Discuss what kinds of actions would be most appropriate for current AI use in healthcare. 3) Evaluate existing policy actions to identify what concepts are represented and what concepts are missing.	Coeckelbergh: Chapter 10 & 11 Online Content on Canvas Module before class Live Interactive lecture in class	Quiz: Online Content (Due before class) Discussion: What should be the role of policy makers in ensuring safe and ethical use of AI? Specifically, what components of AI in health should policy makers: 1. Ban outright 2. Monitor and regulate 3. Encourage and support (Due in class) Assignment: Comparing Policy Approaches (Due after class)
12	4/3	The Utopian Dystopia – Possibilities and Progress for AI in Health Care 1) Identify common opinions about AI generally and specifically for healthcare. 2) Evaluate AI opinions and identify elements that can be helpful or harmful to identifying ethical implementation. 3) Synthesize different opinions into the students' own opinions on AI use in healthcare.	Coeckelbergh: Chapter 2 & 12 Online Content on Canvas Module before class Time for group work on presentations	Quiz: Online Content (Due before class) Discussion: Which opinions help our society use AI ethically for healthcare? (and why) Which opinions hinder our society from using AI ethically for healthcare? (and why) (Due in class) Assignment: None
13	4/10	Now it's Your Turn - Personal Statements 1) Identify key principles that can be used to make ethical judgements for AI in health. 2) Synthesize different priorities for an ethical use of AI in a specific healthcare setting. 3) Evaluate individual writing products and incorporate feedback by comparing with peers.	Online Content on Canvas Module before class Live interactive lecture in class	Quiz: None (Due before class) Discussion: None (Due in class) Assignment: Compose a personal statement on the ethical use of AI in health care (Due after class)
14	4/17	Pitch Presentations: The class session will be used for presentations.	No Textbook or Online Content	Presentations (during class)
15	4/24	Exam: The class session will be used for the Exam.	No Readings or Online Content	Exam (during class)

16	5/1	Course Wrap Up: This class session will be used to wrap up the course and provide students with an opportunity to reflect on their learning. This class period can also be used for spill over exam sessions.	No Readings or Online Content	Reflection Activity (during class)

Course Materials and Technology
Textbook: Coeckelbergh, M. (2020) AI Ethics. The MIT Press. Cambridge, Massachusetts. ISBN - 9780262538190

Additional required readings: Posted within each module on the Canvas course website. Readings are also listed in the topical outline/course schedule table above.

Hardware: Webcam and Microphone may be required for out-of-class activities. We may use laptop built in webcams and students may be required to move camera during use. Additional technical requirements are outlined at http://publichealth.phhp.ufl.edu/tech/.

e-Learning in Canvas site. There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at https://lss.at.ufl.edu/ and go to course site for PHCXXXX: Fall 2020. Here, I will post the syllabus, out-of-class course content, assignments, and allow for discussions/chats among the students and course leaders. You will also turn in assignments through this site. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and content modifications.

For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:

- Available 24 hours a day, 7 days a week
- (352) 392-HELP - select option 2
- helpdesk@ufl.edu (email)
- helpdesk.ufl.edu (website)

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

Quizzes (2 points each, 20 points total, 20% of final grade)
As this is a partially blended class, selected course content and video instruction will take place before the in-person sessions. As such, there will be low-stakes quizzes administered in Canvas on this content in advance of the course meetings, due before the in-person class each week. You are responsible for reviewing the content presented and completing the quizzes. These are low-stakes quizzes, meaning they are frequent checks of your progress worth a comparatively small portion of your overall course score. However, they are an essential part of your learning and accountability in being prepared for class discussions. The format will be multiple choice, select multiple answers, fill-in the blank, matching, and similar types of questions. The pre-class quizzes will focus on the material presented in Canvas before the weekly sessions, including readings and videos). In total, students will complete 12 quizzes, however the lowest two quiz grades will be automatically dropped.

Discussions (1 point each, 10 points total, 10% of final grade)
For 12 class sessions, students will participate in a discussion of an open-ended question during the in-person class. Discussions are graded on presence and professional engagement. Each discussion is worth 1 point, and students will submit a brief reflection or summary to Canvas. The lowest two discussion grades will be automatically dropped, and extra credit will be awarded if all 12 discussions are completed.

Assignments (1 point each, 10 points total, 10% of final grade)
During the same 12 class sessions, students will complete small group assignments such as case studies, ethical problem/solution proposals, AI ethical considerations lists, AI project outlines, or AI debate summaries. Each group assignment is worth 1 point and must be individually uploaded to Canvas after class. As with discussions, the lowest two assignment grades will be automatically dropped, and extra credit will be awarded for completing all 12 assignments.

Critical Assessment (20 points, 20% of final grade)
Individually, students will select an existing AI Application in either Healthcare or Public Health from the course content and to both 1) describe the technology and 2) evaluate ethical issues with the use of the technology. Students will be required to develop an infographic and display this information in a concise and easy to understand format. The purpose of this activity is for students to take ownership of an AI Application of interest to them personally and/or professionally. The focus of this assignment will be to critically analyze the artificial intelligence application, noting known threats, and assessing the following ethical considerations: transparency, equity, privacy, accountability, established policy, and a risk/reward evaluation. All submissions for this assignment will be submitted by uploading a PDF to Canvas. More specific instructions and a rubric will be provided through canvas.

Exam (20 points, 20% of final grade)
Students will take either an oral and/or written exam comprised of open-ended response questions. The exam will take place during the normally scheduled class time. Questions will reflect the content delivered through the in-class discussions and require students to show the ability to critically examine complex topics (as opposed to memorizing course material). The exam is not designed to test student's knowledge, rather than their ability to synthesize and evaluate the material. The exam will cover all content included in Weeks 1 through 13. More specific instructions and a rubric will be provided through canvas.

Presentation (20 points, 20% of final grade)
Students will work in groups of 3-4 to pitch an artificial intelligence application to the rest of the class. This project is designed to be a creative and collaborative endeavor. As a team you will prepare and deliver a presentation pitch of the selected AI application in either Healthcare or Public Health. Presentations should include the following:

Description: Provide enough information so that the audience can envision how this application will be integrated.
Rationale: What are the potential benefits for adopting this AI application?
Considerations: How will your team address ethical considerations though policy, processes, oversight, etc.
Question and Answer: Be able to answer audience questions about the viability of your proposed application in terms of its ethical feasibility

You will add or create images and graphics that help communicate the proposed application, and your team will present this research in class with 10 to 12 minutes for the pitch and 8 to 10 minutes for answering questions (20 total minutes). More specific instructions and a rubric will be provided through canvas.

Grading

Requirement	Due Date	Points (% of final grade)
Quizzes	Noon before class (Week 1-13)	20 points (20% of final grade)
Discussions	During class (Week 1-13)	10 points (10% of final grade)
Assignments	Noon after class (Week 1-13)	10 points (10% of final grade)
Critical Assessment	By end of module on Week 10	20 points (10% of final grade)
Presentation	During class on Week 14	20 points (30% of final grade)
Exam	During class on Week 15	20 points (20% of final grade)

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

Points earned	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	70-76%	67-69%	63-66%	60-62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

The Bachelor of Public Health Program does not use C- grades.

This is the letter grade to grade point conversion table is shown below. Letter grade to grade point conversions are fixed by the University of Florida and cannot be changed.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course Policies

Policy Regarding Late Submissions and Make Up Work
Course policies are a collaborative agreement between the students and the instructor. Late submissions and make-up work will be determined on a case-by-case basis. The course has been designed to ensure student success and the instructor will make every reasonable effort to accommodate any unique needs and considerations.

In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such cases will be handled on an individual, case-by-case basis.

Any requests for make-ups due to technical issues should 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 the instructor and TA, as applicable, within 24 hours of the technical difficulty if you wish to request a make-up.

Make-up quizzes and other work will be determined on a case-by-case basis and are not guaranteed for every instance. The course grading accommodates 2 absences without penalty during the instructional weeks. Please send an email to the instructor if you would like to request special consideration for make-up work.

Policy Regarding Required Class Attendance
All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/UGRD/academic-regulations/attedance-policies

Late arrivals and early departures are discouraged, as they have the potential to disrupt the class. However, extenuating circumstances occur and sometimes these things are necessary. If necessary, please make such instances as minimally disruptive as possible out of courtesy to the rest of the class. (When in doubt, just show up. You are always welcome in class we would rather have you late than not. Just try to not make a habit of being late.)

Attendance at all scheduled course activities is expected and incorporated into the student's grade. However, if a student will not be in attendance, they do not need to provide rationale or documentation unless they are requesting special consideration for make-up work.

Additionally, students will be responsible for additional out-of-class activities as part of a partially blended classroom environment (described above). Further, the assignments outlined will be completed outside of class. Students will be required to meet with their term project groups outside of class and may find it beneficial to attend other events or have additional scheduled meetings, depending on the topic selected by their working group outside of the in-person course meetings.

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://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Student Expectations, Roles, and Opportunities for Input
Policies are tentative and subject to change with advance notice and collaborative discussion with students, as applicable.

Expectations Regarding Course Behavior
All members of the class community are expected to demonstrate professional behavior in all conduct, in-person/synchronous, asynchronous, and written. The expectations regarding course behavior are a collaborative agreement between the all of the students and the instructor (and TA, as applicable). This applies to discussion etiquette, in-person collaborations, and group work, interactions with guest speakers and community members, and beyond.

Cell phones and laptop use
Cell phone and laptop use are only allowed during designated activities. Students are expected to disengage from electronics during the in-class learning activities unless directed otherwise.

Recording devices
Recording devices are not to be used in class except in the cases where determined by letter from the Disabilities Services Office.

Communication Guidelines
The communication guidelines are a collaborative agreement between the all of the students and the instructor (and TA, as applicable). Email messages are expected to be sent through UF email or the Canvas system. Students should expect a response within 1 business day.

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 or not you see them in your email.

Further, please see the university's Netiquette Guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Academic Integrity

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

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

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

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

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

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

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

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

SUPPORT SERVICES

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

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu