

**University of Florida, College of Public Health & Health Professions
Dept. of Clinical & Health Psychology Syllabus
CLP-7934, Section 3H91 (or 02FH), Class No. 22152: Advanced Psychotherapy (3 hrs)
Fall 2021, Wed 1:00 PM – 4:00 PM, Room: TBD
Delivery Format: On-campus live face-to-face lecture and role-playing exercises.**

E-Learning for CLP-7934

Instructor Name: Bob Guenther, Ph.D., ABPP(Rp), Clinical Professor;
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Office Phone Number: (352) 265-7810
Email Address: rguenthe@phhp.ufl.edu
Office Hours: By appointment or just stop by after calling to make sure I'm there.

Instructor Name: Lisa M. King, Psy.D., ABPP, Clinical Assistant Professor
Office Location: Haile Plantation Clinic: 8763 SW 27th Lane, Gainesville, FL 32608
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Teaching Assistant: Nicole "Colee" Evangelista, MS
Office Phone Number: (352) 294-8995
Email Address: nevangelista@ufl.edu
Office Hours: By appointment, email, Zoom

Course Presentation Room Number: PHHP G-110
Preferred Course Communications: e-mail, phone.

Prerequisites

CLP-6407: Psychological Treatment I

Students must be in good standing within the Graduate Program in the Department of Clinical and Health Psychology, College of Public Health and Health Professions, University of Florida, Gainesville Florida. They must have achieved satisfactory completion of the first year (fall, spring, summer) of their graduate coursework.

PURPOSE AND OUTCOME

Course Overview

This class is designed to be a follow-up course to the Psychological Treatment I course, CLP-6407. An integrated, multimodal approach to psychopathology, assessment and conceptualization, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in case conceptualization and cognitive behavioral therapy is stressed via readings, demonstrations, role playing, written assignments, videos and instruction.

Relation to Program Outcomes

Graduates of the UF CHP graduate program are expected to become licensed clinical psychology practitioners in their future positions. They may focus on research, but they are also expected to be fully competent psychotherapy practitioners. This is among the Department's advanced courses preparing graduate students as providers of psychological treatments. Dedication to the tasks of this course will prepare our graduate students for that role in graduate school and throughout their

careers. Through readings, writing assignments, role plays, classroom discussions, and supplemental video demonstrations of techniques, the students will build upon their foundational understanding of Cognitive Behavioral Therapy and enhance the developing skills of psychotherapists-in-training. Students will demonstrate their ability to apply empirically-validated techniques to assess, conceptualize, and treat patients from a cognitive-behavioral orientation. Specific skills to be discussed and developed include Cognitive-Behavioral Therapy (CBT), Motivational Interviewing, Acceptance and Commitment Therapy (ACT) and Dialectical Behavior Therapy (DBT). Additionally, students will develop and demonstrate the ability to formulate a clear biopsychosocial case conceptualization and utilize it to shape the course of therapy with their patients. Students will demonstrate proficiency with case conceptualizations through written assignments throughout the course. Reading assignments are selected to highlight empirical, methodological and practical aspects of psychotherapy, designed to enhance students' understanding of the theoretical underpinnings of these popular therapeutic techniques.

Course Objectives and/or Goals

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

1. Identify psychological phenomena and data that form the basis for assessment in CBT practice and apply CBT assessment methods (Program Goal: Assessment)
2. Demonstrate the ability to formulate and write clear conceptualizations from therapy cases from specific Cognitive Behavioral Therapy perspectives with actual cases. (Program Goal: Intervention)
3. Differentiate the common and varied "world views" of various cognitive-behavioral approaches. (Program Goal: Intervention; Scientific Foundations)
4. Enrich student capacity to integrate relevant diversity factors into their assessment of the patient/client's presenting concerns and to the therapeutic interaction. (Program Goal: Diversity)
5. Explore, demonstrate understanding, evaluate critically, and clinically apply in-depth theoretical concepts of Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Motivational Interviewing. (Program Goal: Intervention)
6. Discriminate and respond therapeutically in an accurate and consistent manner to patient symptoms, clinical content, and interpersonal and relational dimensions of patients in the context of Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Motivational Interviewing. (Program Goal: Intervention)
7. Demonstrate a working appreciation of the distinction between process and outcome in psychotherapy. (Program Goal: Intervention)

Instructional Methods

This course will utilize selected readings to prepare students for in-class discussions and role play exercises. Students will be expected to complete required readings and demonstrate a basic understanding of the reading through summary papers and engagement in classroom discussion based upon and building from the readings. Instruction related to the weekly topics will be presented in various formats to include instructor-led presentations, video demonstrations of therapeutic techniques and role play exercises. Students will learn how to develop and utilize a case conceptualization and will complete practice writings on fictitious cases, before then selecting and writing about a current or past patient.

What is expected of you?

The student is expected to consistently participate in classroom discussions and role-playing activities. Instructors will observe and evaluate the quality of each student's participation in these activities. Students are expected to demonstrate ability to think critically and quickly, communicate effectively, stimulate discussion, respond to challenging questions, appropriately accept positive and critical feedback and consider incorporating feedback for change in therapeutic methods and

approaches. Although classroom participation will not factor into the grade, unacceptable participation may result in course failure if judged to be inadequate.

Attendance of class is mandatory. Two or more unexcused absences will result in failure of the course. In the case of unavoidable absences, such as illness or other concerns, students will contact the instructor(s) as soon as possible and will be responsible for demonstration of making up missed work and experiences. Students who miss lectures are expected to acquire lecture notes and/or recordings (be very careful regarding PMI) from other students who attended and provide feedback to peers in accordance with session requirements.

Participation in all class sessions is required. Personal issues with respect to class attendance or fulfillment of course requirements will be addressed 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 arrange topic coverage and complete assigned tasks *prior* to the date when you will be absent.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

Note that requests to be excused from class for events such as nonreligious family celebrations and/or reunions, marriages of family/friends, vacation-related travel with friends or family, and other such events may be refused. Requests without sufficient advance warning may also be refused.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topic(s)	Readings	Assignment Due
1	8/25	Review of CBT Individual assessment	Dobson Chapters 1-3 https://www.apa.org/pubs/books/Culturally-Response-Cognitive-Behavioral-Therapy-Second-Edition-Intro-Sample.pdf	Summary Paper
2	9/1	Cont CBT and Case Conceptualization	Dobson Chs. 5-6 https://uk.sagepub.com/sites/default/files/upm-binaries/65811_Berman_Chapter_1.pdf https://www.psychdb.com/_media/teaching/core/formulation.pdf	Summary Paper
3	9/8	Cont CBT and Case Conceptualizations		Case Conceptualization assigned case
4	9/15	Interviewing, Cont CBT and Case Conceptualizations	Miller and Rolnick (2012) Ch. 1 (free here): https://www.guilford.com/excerpts/miller2_ch1.pdf Rolnick, Miller, and Butler (2008) Chs 1 - 9	Summary Paper
5	9/22	DBT	Dobson Ch. 12; Linehan (1993) Ch 1-3	Summary Paper Case Conceptualization from in-class interview

Week	Date	Topic(s)	Readings	Assignment Due
6	9/29	DBT	Linehan (2015) Ch.1 (free at this link): https://www.guilford.com/excerpts/linehan7_ch1.pdf?t Linehan (1993) Ch 4 - 6.	Summary Paper
7	10/6	DBT	Linehan (1993) Ch 7 – 9	Summary Paper
8	10/13	DBT	Linehan (1993) Ch 10 – 12, 14	Summary Paper
9	10/20	DBT Targets, chain, missing links		Reflection Paper: DBT
10	10/27	DBT skills		Conceptualization from in-class interview
11	11/3	Role of therapist, role of patient, where to focus for optimal therapy outcome	Bergin and Garfield's Handbook of Psychotherapy and Behavior Change, 6th Edition, Michael J. Lambert, Ed. January 2013. Cha 7 The Client in Psychotherapy; Arthur C. Bohart and Amy GreavesWade.	Reflection Paper on this one chapter.
12	11/10	ACT	https://www.actmindfully.com.au/upimages/Dr_Russ_Harris_-_A_Non-technical_Overview_of_ACT.pdf Harris (2017), Ch 1-7	Summary Paper
13	11/17	ACT	Harris 8 - 17	Summary Paper
14	11/24	HOLIDAY	Thanksgiving, Campus Closed	
15	12/1	ACT	Harris 18 – 24, 30 - 32	Summary Paper
16	12/8	Presentations Termination		Case from caseload: Conceptualization from theory of choice Presentation

Course Materials and Technology

Required Textbooks:

Dobson, Keith S., Dozois, David J.A., (Eds.). (2019). *Handbook of cognitive-behavioral therapies.* New York: The Guilford Press. ISBN 9781462538584

Harris, Russ (2019). *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy.* Oakland, CA: New Harbinger Publications. ISBN: 9781684033010

Linehan, Marsha. (1993). *Cognitive-behavioral treatment of borderline personality disorder.* New York: The Guilford Press. ISBN: 9780898621839

Rollnick, Stephen, Miller, William R., Butler, Christopher C. (2008). *Motivational interviewing in health care: helping patients change behavior.* New York: Guilford Press. ISBN: 9781593856137

Recommended Textbooks:

Linehan, Marsha. (2015). *DBT skills training manual.* New York: The Guilford Press. ISBN: 9781462516995

Miller, William R., Rollnick, Stephen. (2012). *Motivational interviewing: helping people change.* New York: The Guilford Press. ISBN: 9781609182274

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>

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

Summary Papers and Reflection Paper (20%): Summary papers are to be 1-3 paragraphs **per each chapter of reading** for the week and are due by 1pm (MUST be logged into Canvas by 12:59.59) on the day of class and are to be submitted via Canvas (MUST be logged into Canvas by 12:59.59 – do NOT expect to be able to complete these assignments during ANY PORTION of the class that day). The summary is to include important concepts from the reading, including therapeutic procedures and a general awareness of the evidence base for treatment approaches. These papers are NOT an outline of the research or the entire chapter/reading assignment, rather, a demonstration of completion of the readings and an understanding of the concepts.

The Reflection paper in week 9 is a 1-2 page reflection on what you have learned about DBT, what you learned from the video, and your thoughts about what concepts you saw demonstrated in the video. We will discuss this in class as well in week 9.

Brief Case Conceptualization Write-Ups (20%)

1. A brief case conceptualization write-up of the cases presented in class and the mock-interviews conducted in class will be due at the beginning of classes as noted in the schedule.
2. The write-up should be not more than two pages and should address the following questions:
 - a. Presenting Problem
 - b. How the presenting problem would be conceptualized according to the theoretical presentation discussed in the previous class(es). This includes brief statements about what the foundational/biological contributing factors are, what keeps the concerns going, what protective factors they have, and what the initial treatment plan would be to target the problems.
 - c. Issues of diversity that impact the problem presentation or may (and how) impact work with this individual, especially taking into account your own background and worldview.

Case Conceptualization of actual case Write up and Presentation (40%); Same as above, only with a current or former patient, with all identifying information changed to protect the patient. This assignment is due on Week 16, December 8, 2021. Presentation will be an oral presentation to the class to demonstrate proficiency in orally presenting relevant clinical information, as one will be required to do throughout their careers when referring cases to colleagues.

Class Participation and Role Plays (20%): Students will demonstrate developing mastery of concepts through class discussion participation and role plays.

Grading Scale:

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

Final Grades:

Letter Grade	A	A-	B+	B	B-	C+	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	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	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.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

Policy Related to Make up Exams or Other Work

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

Policy Related to Required Class Attendance

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 all faculty are bound by the UF policy for excused absences.

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to approach this class in a professional manner, as you would therapy with an individual client. In demonstrating your professional comportment, you will show your peers and instructors respect by silencing your cell phone, abstaining from communicating electronically with others via various platforms, and refrain from working on other documents/projects, engaging in social media, or browsing the internet while in class. Laptops and tablets will be permitted for notetaking purposes, and may be required for taking quizzes. You are expected to come to class prepared to discuss the assigned readings. Summary papers will be used to assess the extent to which students are keeping up with the readings. Written assignments will be collected at the beginning of class.

Students will be expected to present written case conceptualizations for each clinical case presented, participate in class discussion, and role plays in class. Students will present a case conceptualization to the class of a former or existing case, from the theoretic perspective of their choosing. Students will be provided with feedback on their developing therapy skills by the instructor and by peers. As this can be anxiety-provoking, those providing critiques must be sensitive to issues of vulnerability to criticism. Criticism must be constructive in nature and provided gently and respectfully. Praise is strongly encouraged. Specific case material may NOT be shared with others who are not also attending this course. General themes, principles and techniques can be widely shared as long as there is NO SHARING of PHI or any other information about the therapist or patient that could be offensive if overheard by those persons or any other person sensitive to issues of confidentiality.

Communication Guidelines

Discussions about cases that may involve PHI or which may describe therapist behaviors should be limited to the classroom during class sessions. We will not use Canvas chat functions for such discussions.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-

being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording of Class Sessions per Florida House Bill 233:

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

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

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

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. 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

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

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. 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>
- **University Police Department:** [Visit 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](#).

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