

University of Florida
College of Public Health & Health Professions Syllabus
HSC4930: Human-Animal Interaction and Health (3 credit hours)

Spring: 2025

Delivery Format: On-Campus

Course Website: E-Learning via Canvas

Day and Time: Mondays, 12:50-3:50pm

Classroom: HPNP G201

Instructor Name: Jennifer W. Applebaum, PhD, MS
Room Number: 2197 Mowry Rd., T106, #120
Phone Number: 352-273-6166
Email Address: jennyapplebaum@ufl.edu
Office Hours: By appointment
Teaching Assistant: Caitlin Lunzmann, MS, caitlin.lunzmann@ufl.edu

Preferred Course Communications: The “Inbox” in Canvas will be used for all email correspondence. While the instructor is reachable through their UF email, the Canvas email inbox is preferred to ensure timely responses to course questions.

Prerequisites

PHC 2100 or PHC4101 or instructor permission.

PURPOSE AND OUTCOME

Course Overview

This course introduces students to the health implications of Human-Animal Interaction (HAI). We will primarily focus on companion animals (i.e., pets) in the U.S., though other HAIs and contexts will be discussed. Students will map the interrelationships between various HAIs, the broader social environment, and human and animal health.

Relation to Program Outcomes

- Critical thinking: Students will carefully and logically analyze information from academic theory, public policy, empirical research, the popular media, and other sources, and develop reasoned solutions to nuanced problems within the area of HAIs in special populations. The SDOH framework will engage students in critical thinking related to social context and lived experience, and the added risk and resilience of HAIs in these contexts.
- Communication: Students will clearly and effectively communicate knowledge, ideas, and reasoning in written and oral forms appropriate to HAI and SDOH. Students will complete projects that require clear and effective oral and written communication.

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

1. Define HAI and the human-animal bond (HAB) in terms of public health and the social determinants of health (SDOH) framework.
 - a. Describe the relevance of HAI and the HAB for public health.
2. Distinguish among different HAIs and how they relate to human health.

- a. Define core terms: Human-Animal Interaction (HAI), Human-Animal Bond (HAB), Companion Animal, Assistance Animal, Emotional Support Animal, and Therapy Animal.
 - b. Summarize relevant HAI theories.
3. Discuss critical components of the popular discourse on HAIs and health.
 - a. Using the SDOH, critically assess how empirical research on HAI and human health is presented in popular media.
 - b. Address how the popular discourse on HAIs and health do or do not engage issues related to equity, and inclusion.
4. Compare and contrast human health priorities and animal welfare priorities in the context of HAIs.
 - a. Describe how public policy, law, the economy, and competing public interests impact human and animal health and welfare.
5. Communicate strategically with multiple audiences when discussing HAI and health.
6. Analyze the distribution of benefits of HAIs for human health by social groups.
 - a. Characterize the risks and benefits of HAI for various social groups.
 - b. Propose ways to make HAI more equitable and inclusive in the U.S.

Instructional Methods

1. Lectures: Students are responsible for all the material presented. This will be the main source of content in this course.
2. Readings: There are required readings each week. Readings and resources will be posted in the course on Canvas. The reading list may be supplemented during the course. “Readings” will sometimes include audio or video content.
3. In-class Discussions: Students are expected to come prepared to discuss the materials in class each meeting.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic	Readings (<i>to be read BEFORE class meeting</i>)*	Assignments
1	1/13/25	Introduction to HAI and Health, week 1	N/A	None
2	1/20/25 – MLK Day, no class meeting	Introduction to HAI and Health, week 2	1) American Veterinary Medical Association’s policy on HAI 2) Faunalytics: How Human Social Factors Affect Companion Animals’ Health 3) Emile van der Zee (2024) chapter in <i>Introduction to Human-Animal Interaction: Insights from Social and Life Sciences</i> , “Theories in Human-Animal Interaction” pp. 9-25	Quiz 1 due 1/22/25

Week	Date(s)	Topic	Readings (to be read BEFORE class meeting)*	Assignments
3	1/27/25	HAI and Economic Stability	1) Mascitelli et al. (2024). Barriers to finding and maintaining pet-inclusive affordable housing: Tenant experiences in Houston, TX. <i>Frontiers in Veterinary Science</i>, 11, 1465682. 2) Katja Guenther (2020) chapter in <i>The Lives and Deaths of Shelter Animals</i> , "The Myth of the Irresponsible Owner" pp. 62-93.	Quiz 2 due 1/29/25
4	2/3/25	HAI, Neighborhoods, and the Built Environment	1) NYT: 'Miracles Occurred That Night': A Mad Scramble to Save Maui Pets 2) The Conversation: How the Presence of Pets Builds Trust Among People 3) National Geographic: Dogs can be 'early warning systems' for toxic chemical exposures at home	Quiz 3 due 2/5/25
5	2/10/25	HAI and Healthy Aging <u>Guest lecture:</u> Dr. Jess Bibbo	1) Psychology Today: Do Pets Really Help Aging People Stay Mentally Sharp? 2) Toohey & Rock (2019). Disruptive Solidarity or Solidarity Disrupted? A Dialogical Narrative Analysis of Economically Vulnerable Older Adults' Efforts to Age in Place with Pets. <i>Public Health Ethics</i>, 12(1), 15-29.	Quiz 4 due 2/12/25
6	2/17/25	HAI and Healthcare Access and Quality <u>Guest lecture:</u> Kayla Pasteur	1) Psychology Today: Do Pets Really Save 23 Billion a Year in Health Care Costs? 2) PAWS NY Launches Substance Use Recovery Program 3) Polick et al. (2021). The impact of pet care needs on medical decision-making among hospitalized patients: A cross-sectional analysis of patient experience. <i>Journal of Patient Experience</i>, 8.	Quiz 5 due 2/19/25
7	2/24/25	HAI and Education Access and Quality <u>Guest lecture:</u> Caitlin Lunzmann	1) Nancy Gee (2024) chapter in <i>The Routledge International Handbook of Human-Animal Interactions and Anthrozoology</i> , "Animals in Education" pp. 509-521. 2) Adams-Pope, B. L., & Stedman, N. L. (2014). Horses and at-risk youth: An equine facilitated learning program focusing on authentic leadership skill development. <i>Journal of Youth Development</i>, 9(4), 89-100.	Quiz 6 due 2/26/25

Week	Date(s)	Topic	Readings (to be read BEFORE class meeting)*	Assignments
8	3/3/25	HAI and Social and Community Context, week 1	1) U.S. History Scene: Pet Keeping and Pet Hiding in Black America 2) The Wildest: Cassidy Jones and her Pit Bull Ginger are Shedding Light on Pet Parenthood and Racism	None
9	3/10/25	HAI and Social and Community Context, week 2 <u>Guest lecture:</u> Dr. Shelby McDonald	Matijczak and McDonald (2024) chapter in <i>The Routledge International Handbook of Human-Animal Interactions and Anthrozoology</i> , "LGBTQIA+ Populations and Human-Animal Interactions", pp. 245-257.	Midterm project due 3/14/25
10	3/17/25 - no class meeting	Spring Break		
11	3/24/25	HAI and Social and Community Context, week 3 <u>Guest lecture:</u> Lauren Loney	1) Leslie Irvine (2024) chapter in <i>The Routledge International Handbook of Human-Animal Interactions and Anthrozoology</i> , "Homelessness and Pet Ownership" pp. 272-285. 2) Bronwen Dickey (2017) chapter in <i>Pit Bull: The Battle Over an American Icon</i> , "Pariah Dogs" pp. 9-28.	1) Quiz 7 due 3/26/25
12	3/31/25	HAI, Health, and Stress, week 1 <u>Guest lecture:</u> Dr. Patricia Pendry	1) Vice: This is what your Brain and Body do when you Hang out with Animals 2) Applebaum, Tomlinson, Matijczak, McDonald, & Zsembik (2020). The concerns, difficulties, and stressors of caring for pets during COVID-19: Results from a large survey of U.S. pet owners. <i>Animals</i>, 10(10), 1882.	Final Project proposals due 4/4/25
13	4/7/25	HAI, Health, and Stress, week 2 <u>Guest lecture:</u> Dr. Kerri Rodriguez	O'Haire, Nieforth, Jensen, and Leighton (2024) chapter in <i>The Routledge International Handbook of Human-Animal Interactions and Anthrozoology</i> , "Assistance and Emotional Support Animals" pp. 537-552.	Quiz 8 due 4/9/25

Week	Date(s)	Topic	Readings (to be read BEFORE class meeting)*	Assignments
14	4/14/25	HAI and Animal Health and Welfare <u>Guest lecture:</u> Dr. Emily Miller-Cushon	1) AVMA: Being Black in a White Profession 2) Vox: Americans can't afford their pets. It's pushing animal shelters to the brink. 3) Rault, Waiblinger, Boivin, & Hemsworth (2020). The power of a positive human-animal relationship for animal welfare. <i>Frontiers in Veterinary Science</i>, 7, 590867.	Quiz 9 due 4/16/25
15	4/21/25	HAI and One Health/One Welfare <u>Guest lecture:</u> Lexis Ly	1) Marechal, Barcelos, Cole, & King (2024). Chapter in <i>Introduction to Human-Animal Interaction: Insights from Social and Life Sciences</i> , "Human-Animal Welfare" pp. 65-78. 2) Jegatheesan, Omerod, Graham, Stone, Power, Rook, and McCune (2024). Chapter in <i>The Routledge International Handbook of Human-Animal Interactions and Anthrozoology</i> , "Pets and Housing: A One Health One Welfare Issue" pp. 109-122.	Quiz 10 due 4/23/25
	4/26/25 – 5/2/25	Finals week, no class meeting	Submit final papers via Canvas, unexcused late assignments will receive a 0.	Final Papers due 4/28/25

* Readings subject to change

Course Materials and Technology

Textbook:

There are no required textbooks for this course. All reading materials will be freely available to students via Canvas.

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://elearning.ufl.edu/> and go to course site for HSC 4930 Human-Animal Interaction and Health.

Here, I will post the syllabus, lecture slides, assignments and allow for communication between the students and course instructors. You will also turn in assignments through this site. Once the course begins, all communication will take place through the e-Learning in Canvas site. This includes all emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.

Getting Started

1. Visit <http://elearning.ufl.edu> and login to e-Learning in Canvas using your Gatorlink ID and password.

2. Find our course website. It will be listed as: HSC 4930 Human-Animal Interaction and Health.

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/>

Policy Regarding the Use of Electronic Devices in the Classroom:

Laptops, tablets, and other electronic devices are permitted for note-taking and course-related activities. Mobile phones should be set to silent mode or turned off during class to minimize disruptions.

Electronic devices should be used solely for course-related purposes during class time:

- Note-taking
- Accessing course materials
- Participating in interactive activities (e.g., polls, quizzes)
- Researching topics related to the classroom discussion

The use of electronic devices should not disturb or distract other students or the instructor. Students who misuse electronic devices in class will receive a verbal warning from the instructor. Continued misuse may result in deduction of participation points or other grade-related penalties. Repeated offenses will result in referral to academic conduct committees. Students with documented accommodations from the DRC may use electronic devices as specified for their accommodation plans. In case of an emergency, students should quietly excuse themselves from the classroom to use their mobile phones.

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](#): 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 Student Complaints: [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Professionalism and Class Participation (140 Points; 12 sessions for 10 points each; 14% of grade):** This is a course based primarily on course attendance, class participation, and professional communication. Active participation is expected at every moment during the course. A rubric will be used to evaluate students' participation during the class sessions. All students need to come to class sessions prepared to discuss the readings, contribute to or lead discussions, and display a command of the topic at hand. During class discussions, professional courtesy to your peers is expected when providing feedback and constructive criticism. Additionally, other evaluation techniques will be used during the semester to assess participation (e.g., break-out discussion groups, and class polls). During the break-out discussion groups, the professor will randomly select the group to evaluate the active participation of each member of the group.
 - a. The first class session will not be included in this grading (12 graded sessions, 1 ungraded).
 - b. Any additional **unexcused** absences will result in a grade of 0 for that class session.
 - c. Students are expected to arrive on time and **unexcused** tardiness will not be accepted. If a student has to leave early, they must first notify the instructor and receive written confirmation in order to do so.
 - i. All communication regarding absences or early departures must be through the Canvas "Inbox" tool.
 - ii. *Please do not come to class if you're sick! You will not lose these points for missing the class session due to illness.*
2. **Comprehension Quizzes (200 points; 10 quizzes at 20 points each; 20% of grade):** Students will complete quizzes on Canvas to assess their understanding of course topics for each module. Students will have one hour to complete each quiz, which will typically consist of 10 questions. Students will have one attempt to complete each quiz. Quizzes must be completed by the due date listed on the syllabus (see Course Schedule above).
3. **Guest Lecture Discussion Lead (150 points; 15% of grade):** Together with a group, students will be assigned to one guest lecture for the semester. The assigned group will be responsible for leading the Q&A session following the guest lecture and facilitating the discussion among the class following the guest's visit.
4. **Midterm Project (200 points; 20% of grade):** Together with one partner, you will create a promotional video about the risks and benefits of HAI for health. Taking inspiration from the Human-Animal Bond Research Institute (HABRI) series of videos on the "Pet Effect" (<https://habri.org/the-pet-effect/#videos>), you will create your own version, integrating the SDOH and other public health considerations covered throughout the course. This can be done in live-action, photo stills with voiceover, animation, or any other instructor-approved creative option. The video should be 3-5 minutes. If time allows, we

will watch the videos in class. Additional information and rubrics will be provided in class and on Canvas.

5. **Final Paper (260 points; 26% of grade):** Students will choose **ONE** of the following two options for their final project (additional information and rubrics will be provided in class and on Canvas):
 - a. **Option 1: Media Critique Paper:** Pick a media article from a popular news source (e.g., the New York Times, CNN, NPR, etc. – see the instructor or TA for additional source recommendations) that reports findings from a study about HAI and health. Using the original peer-reviewed journal article, students will critique the media coverage of the science and its relation to the SDOH. What did the media get right? What did they get wrong? Do the popular media article and the original research article engage the SDOH? If not, how could they have engaged SDOH? Do you expect that a layperson reading the media piece will understand the findings and implications reported by the authors in the original journal paper?
 - i. **Articles Submission (50 points; 5% of grade):** Students who choose this option will be required to send the media article AND the original peer-reviewed journal article to the instructor for approval by 4/4/25.
 - b. **Option 2: Research Proposal Paper:** Write a proposal for a research project on HAI and health, engaging the SDOH. The proposal must include the following elements: 1. Background and literature review, 2. Aims and/or hypotheses, 3. Methods (data, measures, analytic approach), 4. Public health implications.
 - i. **Abstract Submission (50 points; 5% of grade):** Students who choose this option be required to send a short description or abstract (~1 paragraph) for instructor approval by 4/4/25.

Grading

Requirement	Due date	Points / % of final grade
Professionalism/participation	Various: 12 class sessions	140 / 14%
Quizzes	Various: 10 modules	200 / 20%
Guest lecture discussion lead	Various: 1 per group	150 / 15%
Midterm project	3/14/25	200 / 20%
Final paper choice/abstract for instructor approval	4/4/25	50 / 5%
Final paper	4/28/25	260 / 26%
		Total: 1000 / 100%

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

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 the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

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://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make-up Exams or Other Work

Quizzes turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Quizzes turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade unless arrangements have been made in advance with the instructor. Missed assignments will contribute zero points toward your final grade.

Late Final Projects will not be accepted without a documented, UF-approved excuse.

Special Circumstances

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/UGRD/academic-regulations/attendance-policies/>

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 special cases will be dealt on an individual basis, provided that you have sufficient documentation

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

Policy Related to Required Class Attendance

Attendance and active participation in each class meeting is required for full participation grades. It is the expectation of the faculty in Environmental and Global Health that students attend all classes. However, when absences must occur, please reach out for assistance if needed. Please reach out if you have personal circumstances you wish to discuss.

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>

Religious Observances Policy

We conduct this class in accordance with the University of Florida [Religious Observances policy](#), which states (in part): "Students and faculty must work together to allow students the opportunity to observe the holy days of his or her faith. A student needs to inform the faculty member of the religious observances of his or her faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because our students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. We, therefore, rely on individual students to make their need for an excused absence known in advance of the scheduled activities. For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances...A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a

student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure. "

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to maintain a civil tone and respect the opinions of your classmates. While in-class discourse is encouraged, aggressive or patronizing tone and language are unacceptable and will be addressed if necessary.

Communication Guidelines

It is preferred that you contact the professor by email using the "Inbox" in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly.

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://policy.ufl.edu/regulation/4-040/>

<https://success.grad.ufl.edu/>

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

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as

evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Policy Related to Guests Attending Class:

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

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/>.

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.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) 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: <https://umatter.ufl.edu/office/multicultural-diversity-affairs/>