

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC2100 Introduction to Public Health (3 credit hours)**  
Fall 2024  
Delivery Format: Hybrid (Online and On-Campus)

**Syllabus**

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**Instructor:**

Erta Cenko, PhD, MSPH  
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Email Address: ertacenko@phhp.ufl.edu  
Office Hours: Mondays 10:30AM – 12.30 PM or by appointment  
Available in person (HPNP room 4144), via Zoom, or via phone call

**Preferred Course Communications:** e-mail

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**General Education:** Social and Behavioral Sciences; **Prerequisites:** None.

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**Course Overview**

This course provides real-world examples of public health within popular culture and how cultural influences dictate decision-making related to health and well-being. Major public health principles applied within the social context will be detailed through current or popular stories and news. As a survey of the entire field of public health, the course provides a broad overview for students wishing no more than an introduction to the field, as well as good grounding for students who wish to pursue additional coursework in public health.

**Course Objectives and/or Goals**

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

1. Define Public Health and how it contributes to other fields
2. Recognize the social determinants of health when given a scenario or public health dilemma
3. Describe Public Health principles and essential service and how Public Health interacts with popular culture given examples of current public health issues
4. Discern how popular culture plays a role in policy and application of Public Health given the social ecological model
5. Critically evaluate common health issues and risk behaviors at different levels of the social ecological model
6. Characterize how popular culture can both help and hinder Public Health initiatives and interventions.
7. Acknowledge the value of Public Health goals, initiatives, and interventions in local, national, and global settings.

## **General Education (S): Subject Area Objectives**

This course confers General Education credit for Social and Behavioral Sciences (S). Social and behavioral science courses provide instruction in the history, key themes, principles, terminology and underlying theories or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

In **this course**, subject area objectives will be met in a variety of ways. Each module will equip students with knowledge about the history, key topics, and foundational principles of public health. Students will also learn about the methodologies used in public health research and practice, along with their importance to society. Through course assignments and group work, students will be encouraged to critically analyze social and behavioral health issues and apply problem-solving skills to real-world challenges.

## **General Education (S): Student Learning Outcomes (SLO)**

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

### **Content**

**Institutional SLO:** Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline.

**In this course:** Each week, students will gain fundamental knowledge of a specific public health issue, its occurrence across various communities, associated disparities, and contemporary interventions designed to address it. The course will also place a significant emphasis on understanding how media and popular culture influence public perceptions and responses to these public health issues. To assess the understanding of these concepts, the course will utilize quizzes, assignments, and class discussions.

### **Communication**

**Institutional SLO:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.

**In this course:** Throughout the semester, students will engage in discussions to reflect on the assigned readings and other relevant materials. This learning outcome will also be evaluated using Perusall discussions and a group project. To ensure thorough assessment, students will be required to produce various types of multimedia content, such as podcast discussions, infographics, and introductory videos.

### **Critical thinking**

**Institutional SLO:** Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. These will be accomplished through assignments and assessments given in this course.

**In this course:** Students will develop a final project that involves researching and analyzing scientific literature to construct a framework based on their findings. Additionally, they are required to read and

formulate responses to topics related to public health issues, seen through the lens of popular culture. Students will compare and contrast public health issues and assess the differences among the communities affected. Achievement of this learning outcome will be evaluated through the group project and assignments.

## Course outline

Week	Topic	Assignments due*
<b>Week 1</b>	<ul style="list-style-type: none"> <li>- Course Introduction</li> <li>- Introduction to Public Health</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Discussion:</b> Definition of Public Health (P I) due: 8/29 at 11.59 PM</li> <li>- <b>Ungraded:</b> Introduction to Perusall &amp; Mentimeter: due 8/29 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 1 due 8/29 at 11.59 PM</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>- Public Health History</li> <li>- The Epidemiologic Transition</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Assignment:</b> Collaborative PowerPoint due: 9/5 at 11.59 PM</li> <li>- <b>Discussion:</b> Perusall Discussion due: 9/5 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 2 due: 9/5 at 11.59 PM</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>- Social Determinants of Health</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Quiz 1</b> due: 9/12 at 11.59 PM</li> <li>- <b>Discussion:</b> Perusall Podcast Discussion due: 9/12 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 3 due: 9/12 at 11.59 PM</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>- Social Ecological Model</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Discussion:</b> Perusall Discussion due: 9/19 at 11.59 PM</li> <li>- <b>Assignment:</b> Essay Assignment 1 due: 9/19 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 4 due: 9/19 at 11.59 PM</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>- The 10 Essential Services of Public Health</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Final Project:</b> Final Group Project Part 1 due: 9/26 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 5 due: 9/26 at 11.59 PM</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>- Health Literacy</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Quiz 2</b> due: 10/3 at 11.59 PM</li> <li>- <b>Assignment:</b> Essay Assignment 2 due: 10/3 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 6 due: 10/3 at 11.59 PM</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>- Access to Care</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Discussion:</b> Perusall Research Article Analysis due: 10/10 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 7 due: 10/10 at 11.59 PM</li> <li>- <b>Assignment:</b> Public Health in the Wild Photo Submission due: 10/10 at 11.59 PM</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>- Minority Health</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Final Project:</b> Final Group Project Part 2 due: 10/17 at 11.59 PM</li> <li>- <b>Assignment:</b> Essay Assignment 3 due: 10/17 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 8 due: 10/17 at 11.59 PM</li> </ul>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>- Global Health and Sustainability Goals</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Quiz 3</b> due: 10/24 at 11.59 PM</li> <li>- <b>Discussion:</b> Perusall Assignment due: 10/24 at 11.59 PM</li> <li>- <b>In-class:</b> Group Assignment 9 due: 10/24 at 11.59 PM</li> </ul>

<b>Week 10</b>	<ul style="list-style-type: none"> <li>– Climate Change and Global Health</li> <li>– Migration and Health</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Final Project:</b> Final Group Project Part 3 due: 10/31 at 11.59 PM</li> <li>– <b>Assignment:</b> Public Health Halloween Infographic due: 10/31 at 11.59 PM</li> <li>– <b>In-class:</b> Group Assignment 9 due: 10/24 at 11.59 PM</li> </ul>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>– Media, Pop Culture, and Public Health</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Assignment:</b> Digital Artifact due: 11/7 at 11.59 PM</li> <li>– <b>In-class:</b> Group Assignment 11 due: 11/7 at 11.59 PM</li> </ul>
<b>Week 12</b> <i>(remotely)</i>	<ul style="list-style-type: none"> <li>– COVID-19</li> <li>– Role of media in pandemic management</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Quiz 4</b> due: 11/14 at 11.59 PM</li> <li>– <b>Assignment:</b> Pandemic Management Infographic due: 11/14 at 11.59 PM</li> <li>– <b>Discussion:</b> Perusall Research Article Analysis due: 11/14 at 11.59 PM</li> </ul>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>– Vaccinations</li> <li>– Role of media in vaccination campaigns</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Assignment:</b> Essay assignment due: 11/21 at 11.59 PM</li> <li>– <b>In-class:</b> Group Assignment 12 due: 11/21 at 11.59 PM</li> </ul>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>– Opioid Epidemic &amp; Substance Abuse</li> </ul>	<ul style="list-style-type: none"> <li>– Thanksgiving week, no assignments due! 🍁🇺🇸</li> </ul>
<b>Week 15</b>	<ul style="list-style-type: none"> <li>– Obesity &amp; Fad Diets</li> <li>– Final Reflection</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Quiz 5</b> due: 12/05 at 11.59 PM</li> <li>– <b>Discussion:</b> Definition of Public Health (P 2) due: 12/05 at 11.59 PM</li> <li>– <b>Assignment:</b> Final Reflection Essay due: 12/05 at 11.59 PM</li> <li>– <b>Final Project:</b> Final Group Project Presentation (In-class)</li> </ul>

**Note:** This may be modified as needed during the semester. All assignments and quizzes are due at 11:59 PM EST. Please consult Canvas for more details.

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## Instructional Methods

- 1) **Lectures:** Students will independently view recorded lectures before class and come prepared for in-class discussions and activities. Class activities are designed to facilitate active learning.
  - 2) **Readings:** In addition to the lectures, supplementary readings and resources will be posted in Canvas. Additional readings may be added during the course if newly published and relevant.
  - 3) **Learning Assessments:** A variety of assessments will be used in this course, including but not limited to reflective essays, assignments, quizzes, and projects.
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## Topical Outline/Course Schedule

### Blended Learning

[What is blended learning and why is it important?](#)

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

#### What is expected of you?

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

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## Course Materials and Technology Requirements

### Required Equipment

Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed on the Online Student Resources page. This course is delivered entirely online using the University of Florida's e-Learning in Canvas Course Management System. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

### Technical Support

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please contact course instructor.

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

Phone Number: (352) 392-HELP (4357) Option 2

Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

Webpage with Chat: UF Computing Help Desk

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## ACADEMIC REQUIREMENTS AND GRADING

Requirement	% of final grade
12 <b>In-Class Group Assignments</b> (two lowest grades dropped: 10 count towards final grade)	30%
10 Individual <b>Assignments</b>	25%
5 <b>Quizzes</b> (one lowest grade dropped: 4 count towards final grade)	20%
4 parts <b>Final Project</b>	15%
8 <b>Discussions</b>	5%
15 Week <b>Attendance and Participation</b> (one week dropped, 14 graded)	5%

**In-class Group Assignments** (30% of Final Grade): There will be 12 weekly group assignments. The two lowest grades are dropped, 10 contribute to 30% of your final grade.

Learning benefits of this assessment: These hands-on group assignments provide the opportunity to integrate and apply information from each week's content, and practice incorporating interdisciplinary perspectives into problem solving.

**Individual Assignments** (25% of Final Grade): There will be ten individual assignments that account for 25% of your final grades.

Learning benefits of this assessment: A mix of short essays, digital artifacts, infographics and photo submissions will be used to provide engagement opportunities that are neither repetitive nor time-consuming. You will be able to easily complete these assignments after having reviewed the week's materials.

**Quizzes** (20% of Final Grade): There will be 5 quizzes across the semester. One is dropped, 4 contribute to 20% of your final grade. Students are expected to read the weekly textbook chapter(s), watch the weekly lecture videos, and complete any additional videos or reading assignments posted on Canvas. Questions will generally be multiple-choice in format, but might also include true/false, matching, short answer, and other similar formats.

Learning benefits of this assessment: Quizzes provide "in the moment" feedback about your understanding of the covered topics and can help you identify when you may need to spend more time studying materials and attending office hours.

**Final Project** (15% of Final Grade): This group project consists of four parts. For the final part, your group will submit the completed draft of your PowerPoint slides and present them in class. This project constitutes 15% of your final grade.

Learning benefits of this assessment: Public Health is all about collaboration and teamwork. In this hands-on assignment, your group will choose a local public health organization or initiative to research and analyze using the knowledge and skills acquired throughout the course. By the end of the project, you will have applied most of the concepts and techniques learned in this course.

**Canvas and Perusall Discussions** (5% of Final Grade): There will be 8 discussions to be completed either in Canvas or Perusall (Canvas Tool).

Learning benefits of this assessment: These discussions offer asynchronous engagement opportunities and cover material that complements the weekly lectures. They are designed to help students develop their critical thinking and communication skills while exploring interesting public health topics.

**Attendance and Participation** (5% of final grade): Students are expected to attend class regularly and actively engage in group assignments and course discussions. Each week, you can earn up to 10 points for attendance and participation, totaling 150 points over 15 weeks. One unexcused absence will be excluded from this total, and you will need 140 points to achieve the full 5%.

Learning benefits of this assessment: Your participation is critical for your learning, furthers the learning of your peers, and supports the development of leadership, collaborative and interpersonal skills. In-person attendance is essential for working in groups and supporting each other as skills are developed over time. Working with students from other health disciplines to complete assignments will help you develop the interpersonal and communication skills needed to be an effective and collaborative healthcare provider.

**For full details about course assessments please consult the UF e-learning site (Canvas).**

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

<b>Points earned</b>	<b>93-100</b>	<b>90-92.99</b>	<b>87-89.99</b>	<b>83-86.99</b>	<b>80-82.99</b>	<b>77-79.00</b>	<b>70-76.99</b>	<b>NA*</b>	<b>67-69.99</b>	<b>63-66.99</b>	<b>60-62.99</b>	<b>&lt;60</b>
<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>

To receive General Education credit, a student must receive a grade of C or higher. In addition, the Bachelor of Public Health Program does not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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

For greater detail on the meaning of letter grades and university policies related to them, see the Grading and Grade Policies posted by the Registrar's Office.

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### **Online Synchronous Sessions Policy**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Response/Feedback Policy**

A member of the instruction team will respond to communications (emails, phone calls, communications through Canvas) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

### **Exam Policy**

#### **Policy Related to Make up Exams or Other Work**

Students will be allowed to make-up quizzes, assignments, and discussion board activities for acceptable reasons as described in the Graduate Catalog. See:

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

If you are unable to submit an assignment on time, it is your responsibility to contact the instructor through Canvas mail as soon as possible to request an alternate arrangement and due date. If an

alternate arrangement is not requested or offered, then no credit will be given for the assignment. Any approved make-up assignments should be submitted to the instructor through Canvas mail.

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

### **Policy Related to Required Attendance**

Attendance is mandatory, with one unexcused absence permitted (please notify the instructor within 24 hours of any missed class). In-class group assignments are an important component of the course; therefore, it is essential to inform both your group and the instructor promptly if you are unable to attend. Active participation in class discussions is expected, and you must also attend all online synchronous meetings when classes are held virtually.

For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

#### **Communication Guidelines**

The preferred mode of communication with the course instructors is via email feature on Canvas. While emailing instructors, please make sure to copy both instructor and graduate assistant on the mail. This way we can ensure prompt response to your emails.

#### **Participation**

Professional and respectful behavior is expected of all students participating in this course. Please be aware that all assignments and homework are due on the specified date and time.

#### **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 Codes information at the Dean of Students Office website or the Academic Expectations information at the Graduate School website for additional details.

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

### **Recording Within the Course:**

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

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

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

### **Policy Related to Guests Attending Class:**

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

### **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/>.

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## 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: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

