

University of Florida
College of Public Health & Health Professions Syllabus
Course Number PHC6605: Social Determinants of Health (3 credit hours)
 Fall 2024

Delivery Format: On-Campus
 Location: HPNP G114
 Time: Fridays, 11:45am-2:45pm

Instructor Names: José F. Colón Burgos, DrPH / Jennifer W. Applebaum, PhD
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 Office Hours: By appointment: via Zoom, phone calls or in-person in the professor's office.
 Teaching Assistants: TBD

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.

Pre-requisites:

Public Health Concepts (PHC 4101) or Principles of Sociology (SYG2000) or Introduction to Health Disparities (WST2322) or instructor approval

PURPOSE AND OUTCOME:

Course Overview:

Using established conceptual frameworks on the Social Determinants of Health, students will map the interrelationships among the Social Determinants of Health (SDH) and Health Inequalities (HI) / Health Disparities (HD); and discuss the social origins of illness, disease, and suffering that contribute to HD in people's health.

Course Objectives and/or Goals

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

1. Discuss the epistemology of Social Determinants of Health, Health Inequalities and Social Determinations of Health (Assessed through weekly reflections and Final Project).
 - a. Define core terms: Social Determinants of Health, Social Determination of Health, Health Inequalities, and Health Disparities
 - b. Describe the social origins of illness, disease and suffering.
 - c. Summarize the global history of the social determinants of health perspective of the social determination and determinants of health, social and collective medicine, and their contribution to health inequalities research.
2. Apply the WHO Conceptual Framework for Action on the Social Determinants to the lived experiences of vulnerable populations (Assessed through weekly reflections and Final Project).

- a. Identify methods used by researchers to assess a community through the lens of the social determinants of health perspective of the social determination and determinants of health.
 - b. Explain the difference between the biological, behavioral, and social factors of disease.
 - c. Critically examine the role of structural bias, social inequities, and racism in health and achieving health equity at the organizational, community, and societal levels.
 - d. Examine how environmental factors and environmental racism can influence social determinants of health and environmental justice.
3. Discuss examples of community engagement efforts on public health issues using the stream metaphor to differentiate up- vs mid- vs down- stream intervention strategies (Assessed through weekly reflections and Final Project).
 - a. Identify the challenges of community engagement with historically marginalized populations.
 - b. Describe how policies can impact health equity.
 - c. Identify theories, conceptual frameworks, and critical analytical approaches applied to addressing structural and intermediate determinants of health.
 4. Evaluate the ways in which structural determinants of health (e.g., policies, culture) impact health and health equity by applying theories, conceptual frameworks, and critical analytical approaches (Assessed through Final Project)
 - a. Analyze the “cause of the cause” from an epidemiological perspective in exploring the social pathways of disease.
 - b. Select relevant literature and research findings to advocate for political, economic, and/or social change that will improve health in diverse populations.
 - c. Select theories, conceptual frameworks, and critical analytical approaches to inform community engagement efforts on public health issues.
 - d. Apply WHO Conceptual Framework for Action on the Social Determinants to communicate, visually display, and present a complex public health issue.
 - e. Discuss macro determinants with an upstream perspective to health and disease in relation to trends in morbidity and mortality.

Instructors’ Approach to the Course Content

In this course, we are not here to tell you what to think. We are here to support you and provide you with tools to critically assess health problems from an SDH perspective. Our goal is to guide our students in an in-depth analysis of the social causal pathways of health risk and exposure to ill health. Our role as instructors is to teach students *how* to think critically about these topics, not *what* to think about the topics.

Relation to Program Outcomes

Please see appendix at end of syllabus

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. In addition to the recommended text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course. *Required readings are marked with an asterisk in the course schedule below.*

3. In-class Discussions: Students are expected to come prepared to discuss the materials in class each meeting.
4. Reflections: Weekly writing will be your opportunity to practice what you are learning and prepare for discussion
5. Final Project: a presentation, and a final paper.

*****Important Notice:** This syllabus is a main guideline for the course, but its contents can change during the term***

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (at the end of the syllabus there is detailed course content & schedule)

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
Course Introduction & Overview					
1	8/23/24	<ul style="list-style-type: none"> • Introduction to the course • History of the Social Determinant of Health Perspective/Social Origins of Illness, Disease and Suffering Part 1. 	<p>*Waitzkin, Pérez & Anderson (2021): Chp. 2. One and Half Centuries of Forgetting and Remembering the Social Origins of Illness.</p> <p>*Declaration of Alma-Ata, 1978.</p> <p>*Ottawa Charter, 1986.</p> <p>Commission of the Social Determinants of Health, Rio Political Declaration on Social Determinants of Health, 2011.</p> <p>Dahlgren and Whitehead (2021) The Dahlgren-Whitehead model of health determinants: 30 years on and still chasing rainbows.</p>	None	
Unit 1: Epistemology of Social Determinants of Health, Health Inequalities and Social Determinations of Health					

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
2	8/30/24	History of the Social Determinant of Health Perspective/Social Origins of Illness, Disease and Suffering Part 2.	<p>Baer, Singer and Susser (2003): Chp. 3 Health and the Environment: From Foraging Societies to the Capitalist World System.</p> <p>*Waitzkin, Pérez & Anderson (2021): Chp. 1, What is Social Medicine?</p> <p>Breilh (2021): Chp. 2, Latin American Critical Epidemiology: The Roots and Landmarks of a Scientific Tradition.</p>	None	<p>1. "Vamos a conocernos" (Let's get to know each other)</p> <p>2. Weekly Reflection of the readings 1</p>
3	9/6/24	Overview of the Social Determinants of Health (SDH)	<p>Chapter 2: Social Determinants of Health and Health Equity. Future of Nursing 2020-2030</p> <p>*Chapter 1; Raphael, D. (2009). Social Determinants of Health: An Overview of Key Issues and Themes. In: Raphael, D. (Eds.), <i>Social Determinants of Health</i> (pp.1-458). Toronto, Ontario: Canadian Scholar's Press Inc.</p> <p>Marmot (2005), Social Determinants of Health Inequalities, <i>Lancet</i>.</p> <p>Strother- Ratcliff (2017) Ch. 2: Social Determinants of Health.</p> <p>Braveman, P. (2023) Ch.1. Introduction: What influences Health? And What Influence the Influences?</p>	None	Weekly Reflection of the readings 2

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
4	9/13/24	Health Inequalities: Gaps or Gradients; Inequalities or Disparities	<p>*Arcaya, M. C., Arcaya, A. L., & Subramanian, S. V. (2015). Inequalities in health: Definitions, concepts, and theories. <i>Global Health Action</i>, 38(4), 2015. https://doi.org/10.3402/gha.v8.27106</p> <p>* Smalley, Warren & Fernández (2021). Health Equity: Overview, History, and Key Concepts.Chp.1</p> <p>Marmot (2004). The Status Syndrome, Ch. 1</p>	TBD	Weekly Reflection of the readings 3
5	9/20/24	Social Determinants versus Social Determination of Health Approach	<p>Waitzkin, Pérez & Anderson (2021): Ch. *3 & 4</p> <p>Breilh,J. (2023). The social determination of health and the transformation of rights and ethics, <i>Global Public Health</i> 18:1</p>	Dr. Howard Waitzkin	Weekly Reflection of the readings 4
Unit 2: World Health Organization (WHO), Conceptual Framework for Action on the Social Determinants of Health					

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
6	9/27/24	<p>Frameworks to study the Social Determinants of Health. The WHO Commission on SDH and its Knowledge Networks.</p> <p>Theories that inform and guide the SDH Conceptual Framework.</p>	<p>*WHO (2010). A Conceptual Framework for Action on the Social Determinants of Health Discussion Paper 2. Geneva: World Health Organization.</p> <p>* Smalley, Warren & Fernández (2021). Health Equity Frameworks and Theories.Chp.3</p> <p>*Hacker, K., Auerbach, J., Ikeda, R., Philip, C., & Houry, D. (2022). Social determinants of health – an approach taken at the CDC. <i>Journal of Public Health Management & Practice, 28</i>(6), 589-594.</p> <p>Solar, O. & A. Irwin. (2007). A conceptual framework for action on the social determinants of health. Discussion paper for the Commission on Social Determinants of Health. Geneva, WHO Europa.</p> <p>Krieger (2024). Ch. 6, Social Epidemiologic Alternatives: Social Political and Psychosocial Frameworks. & Ch. 7, The Ecosocial Theory of Disease Distribution from <i>Epidemiology and the People's Health: Theory and Context</i>, 2nd edition.</p>	TBD	Weekly Reflection of the readings 5

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
7	10/4/24	<p>Intermediary Determinants of health:</p> <ul style="list-style-type: none"> • Unequal distribution of resources • Vulnerabilities and Unequal exposure to health risk • Material circumstances and conditions: <ul style="list-style-type: none"> ○ Life and Work conditions ○ Nutrition and Accesible and secure housing • Psychosocial Factors • Behavioral and Biological Factors 	<p>*WHO (2011). Closing the gap: policy into practice on social determinants of health: a discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731</p> <p>*Braveman (2023). Chp.8 Housing, Health, and Health Disparities.</p> <p>Solar, O. & A. Irwin (2010). A Conceptual Framework for Action on the Social Determinants of Health Discussion Paper 2. Geneva: World Health Organization.</p>	TBD	<p>Weekly Reflection of the readings 6</p> <p>Final Report Step 1- Community Diagnosis</p>
8	10/11/24	Structural Determinants of Health Inequalities	<p>Navarro (2006) Politics and Health Outcomes.</p> <p>WHO, Commission on the Social Determinants of Health. (2008) <i>Closing the gap in a generation: health equity through action on the social determinants of health</i>. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization.</p> <p>*Pérez-Ramos, Garriga-López and Rodríguez-Díaz (2022). How is Colonialism a Sociostructural Determinant of Health in Puerto Rico?</p> <p>*Waitzkin (2016): Chp. 7- Macroeconomics and Health.</p>	None	Weekly Reflection of the readings 7

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
9	10/18/24 – Homecoming, no class meeting	Culture as social determinants of health	Trostle (2005) Epidemiology and Culture. Chp.1 *Strother- Ratcliff (2017) Ch. 2: Social Determinants of Health.		Weekly Reflection of the readings 8 Step 2-Applying the Theoretical Framework.
9 make up & 10	10/25/24	Culture as social determinants of health SDH, Social Exclusion and Socially Marginalized Population	*Colón-Burgos, J.F., Colón-Jordan, H.M., Reyes-Ortiz, V.E., Marín-Centeno, H.A. & Ríos-Mota, R. (2014). Disparities and Barriers Encountered by Immigrant Dominican Mothers Accessing Prenatal Care Services in Puerto Rico. <i>Journal of Immigrant and Minority Health</i> 16(4), 646-51 *Applebaum, J.W., MacLean, E., & McDonald, S.E. (2021). Love, fear, and the human-animal bond: On adversity and multispecies relationships. <i>Comprehensive Psychoneuroendocrinology</i> , 7, 100071. https://www.sciencedirect.com/science/article/pii/S266649762100045X Colón-Burgos, J. F., Rojas, P., Vazquez, V., Khalona, M. A., Canedo, M., Pinzón Iregui, M. C., ... Behar-Zusman, V. (2023). A qualitative community health assessment of HIV prevention awareness in a semi-rural Latinx seasonal farm working community in South Florida. <i>Culture, Health & Sexuality</i> , 26(8), 1072–1087. https://doi.org/10.1080/13691058.2023.2296483	Dr. Lourdes Inoa Monegro, Taller Salud	Weekly Reflection of the readings 9
Unit 3. Addressing the Social Origins of Health: Downstream, Midstream and Upstream					

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
11	11/1/24	<p>Address structural and intermediate determinants of health.</p> <p>Critical Systems Approaches to Public and Community Health; Syndemics Theory; Political Economy of Health; Eco-social Theory of Disease Distribution.</p>	<p>WHO (2011). Closing the gap: policy into practice on social determinants of health: a discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731</p> <p>Singer, M. (2009) Ch. 1 Learning from Lichen: Reconceptualizing Health and Disease.</p> <p>Singer, Bulled, Ostrach & Lerman-Ginzburg (2021) Syndemics: A cross-disciplinary Approach to Complex Epidemic Events Like COVID-19.</p> <p>*Krieger, N. (2021) Ch.1 From Embodying Injustice to Embodying Equity: Embodied Truths and the Eco-social Theory of Disease Distribution.</p> <p>Link & Phelan (1995) Social Conditions as Fundamental Causes of Disease. <i>Journal of Health and Social Behavior</i>, 80-94. https://www.jstor.org/stable/2626958</p>	None	Weekly Reflection of the readings 10
12	11/8/24	Intervening with the social determinants of individual health: human behavior, "Down Stream"	Nutbeam, Harris & Wise (2010) Ch. 2-Theory in a Nutshell: A practical guide to health promotion theories. Australia: McGraw Hill.	TBD	Step 3-Proposing Action for Change
13	11/15/24	Community Factors: Theories about change in communities, community action for health.	*Minkler, M. (Ed.). (2012) Ch. 1 and 17 <i>Community organizing and community building for health and welfare</i> . Rutgers University Press.		

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
14	11/22/24	Strategies for community-based research: CBPR; PAR	Selener, D. (1997). Participatory Action Research and Social Change. Wallerstein, Nina, Bonnie Duran, John Oetzel, and Meredith Minkler. 2018. <i>Community-Based Participatory Research for Health: Advancing Social and Health Equity</i> . Edited by Nina Wallerstein, Duran Bonnie, John Oetzel, and Meredith Minkler. Third Edit. San Francisco, CA: Jossey-Bass. Torres-Sanchez, A. 2021. "Modelo Boricua de Formación de Promotores de Salud Comunitaria." San Juan. www.aulacomunitariapr.org	Dr. Aurines Sanchez	Final Presentation Video
15	11/29/24	Thanksgiving break/No class meeting		None	None
	12/9/24	Last day for final report		None	Final Written Report

*Readings marked with an asterisk are considered required reading for the session.

Course Materials and Technology:

Textbook:

There are no required textbooks for this course. All reading materials will be freely available to students via Canvas. Some materials will be assigned in several weeks as they are relevant to more than one week's content.

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 [COURSE NUMBER TBD] Social Determinants of 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 :_____

For technical support related to course materials and links, please contact me and the online course coordinator.

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <http://helpdesk.ufl.edu/>

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): 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

1. **Professionalism (120 Points; 12 sessions for 10 points each; 18% 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 three level Professionalism Rubric (Hack, 2023) will be used to evaluate students' participation

during the 12 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. All students will be assigned to a Work Group. Additionally, other evaluation techniques will be use during the semester to assess participation (e.g., break-out discussion groups, class polls). Additionally, during the break-out discussion groups, the professor will randomly select the group to evaluate the active participation of each member of the group.

2. **Positionality Statement: “Vamos a conocernos”/ Let’s get to know each other/Ann fè konesans youn ak lòt / (60 Points 6% of Grade) :** To help us get to know one another, please prepare a photo (optional) and a brief statement or personal history (including where you come from, a little bit about your family, academic background, why you are taking this course, what you understand about the social determinants of health, your future plans, if known, and one or two things that most people don’t know about you). Please submit the paragraph and picture in a Word document and send it through Canvas before the Session 2 meeting. This document will provide the professors with enough information regarding the students’ interests to create the semester Work Groups (5 students per group). Students will join their assigned Work Groups to collaborate during the semester by preparing to participate in class discussions and working on the Final Project and Presentation.
3. **Weekly Reflection of the readings (150 points; 10 reflections at 15 points each; 15% of grade):** Due the day before each class. Each student will turn in a weekly reflection of the assigned reading for that week. It should be 2 pages maximum (1 page minimum, 12-point font, double-spaced), and should focus on major themes, brief summaries of overall arguments, constructive critiques, and questions provoked by the set of readings. The Weekly Reflection assignments are intended to assist the student in critical reading and to facilitate discussion in class. To this end, it must be turned in on Canvas by 5:00 pm (latest) the afternoon before each class (Thursday afternoon each week). A Weekly Reflection must be turned in each week for full credit. Each turned in reflection will be given full credit of 15 points, for a total of 150 points (10 required). A Writing Reflection prompt will be provided to students in Canvas to be used as an example for the course requirement.
5. **Final Project Written Report (459 points; 46% of Grade):** Each class member will be assigned to a group. The project will be broken into smaller deadlines throughout the semester (see Topic Outline/ Course Schedule table). Groups will choose a community of interest with whom they want to work in the future and work through the project process to identify a health or social problem, select appropriate research and theoretical frameworks, and suggest upstream strategies for addressing a public health problem. This Final Project provides students with the opportunity to, (1) identify and analyze the social, political and economic determinants of health inequalities and (2) proposed strategies directed to ameliorate health inequalities and support the well-being of the population’s health. The professor will provide a Final Project guide to support the students in the implementation of their Final Project. *This is a group project; each member of your group will be assigned the same grade for each assessed project element. It is each group member’s responsibility to work together as a team and ensure they are happy with the final product.*

For this Final Project the students must follow the next steps:

- a. **Step 1- Community Diagnosis (153 pts, due 10/4/2024):** this diagnosis consists of collecting descriptive information about their community of choice using the Neighborhood Diagnostic Research Guide (Suarez and Diéguez, 2002).

- b. **Step 2- Applying the Theoretical Framework (153 pts, due 10/18/2024):** After making the community diagnosis, students will analyze the data collected and choose a social or health problem where they can apply the WHO Conceptual Framework for Action on the Social Determinants of Health.
- c. **Step 3- Propose actions for change (153 pts, due 11/8/2024):** students will present a concrete proposal to act and address the problem. These actions must be tied to proposed systematic data collection strategies (e.g., surveys, focus group and/or interviews) and community mobilization or action strategies discussed in class (e.g., creation of alliance or coalitions).

After adding the feedback provided by the professors during the semester students must upload to Canvas their Final Written Report by 12/9/2024.

- 6. **Final Project Video Presentation (151 points; 15% of grade; due 11/22/24):** Groups will apply WHO Conceptual Framework for Action on the Social Determinants to communicate and visually display and present a complex public health issue. Students can use various oral presentation techniques ranging from using PowerPoint, Prezi or any other software of their preference. Each group will prepare a 15 minute video to describe and explain their final project (see above). The video must be uploaded to Canvas by 11/22/24. A Q&A rubric will be provided to the students. This rubric will be used both by the students and the professor to evaluate the Final Presentations.
- 7. **Extra Credit (20 points): “Digging deeper in the literature”:** Students that want to immerse into a deeper analysis and understanding of the literature can proceed with one of these two activities:
 - a. Read and prepare a brief reflection (following the reflection prompt provided in the course) of the following article written by Dr. Jaime Breilh, Latin American critical (‘Social’) epidemiology: new settings for an old dream.
 - b. Visit the *International Journal of Social Determinants of Health and Health Services* or *Social Science & Medicine* and look for an article of interest. After choosing the article, access it through the UF’s George A. Smathers Libraries Database and prepare a brief reflection (following the reflection prompt provided in the course).

Grading

Requirement	Due date	Points	Percentage %
Personal Statements	8/30/2024	60	6%
Weekly Reflections (10 @ 15 points)	8/30/2024-11/1/2024	150	15%
Professionalism (12 meeting @ 15 points)	8/23/2024-11/22/2024	180	18%
Written Final Report: the 459 points will be divided into the following steps:	12/9/2024		46%

Step1- Community Diagnosis	10/4/2024	153	
Step 2- Applying the Theoretical Framework	10/18/2024	153	
Step 3- Propose actions for change	11/8/2024	153	
Final Project Video Presentation	11/22/2024	151	15%
Total		1000	100%

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

Example:

Percentage Earned	Letter Grade	Points Earned
93-100	A	930-1000
90-92	A-	900-929
87-89	B+	870-899
83-86	B	830-869
80-82	B-	800-829
77-79	C+	770-799
73-76	C	730-769
70-72	C-	700-729
67-69	D+	670-699
63-66	D	630-669
60-62	D-	600-629
Below 60	E	Below 600

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

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

Exam Policy

This course does not have any quizzes or exams.

Policy Related to Make up Exams or Other Work

Assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments 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.

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/graduate/regulations/#text>

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.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <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://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.

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://phhp.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: www.multicultural.ufl.edu