

University of Florida  
College of Public Health & Health Professions Syllabus  
**PHC 6937: Introduction to Public Health: Non-Credit Course**  
**Spring 2024**

Delivery Format: Online, e-Learning in Canvas

**Instructor: Rebecca J. Austin-Datta, BSc, MS, MPH, MRSC**

Epidemiology Doctoral Student | Instructor

College of Public Health and Health Professions | College of Medicine

**Email Address:** [rebeccajane@ufl.edu](mailto:rebeccajane@ufl.edu) **\*\*with PHC6937-NC in the subject line\*\***

**Office Hours via Zoom Meeting:**

**Wednesdays 5:00 PM - 6:00 PM Eastern Time**, throughout Spring Semester 2024.

**Zoom link:** <https://ufl.zoom.us/j/96361230487?pwd=ZFN3SXBSOGRTYnNTSWJQUk4S1Jndz09>

*I will also be available by appointment (Zoom, no in-person office hours at this time).*

**Preferred Course Communications (e.g., email vs. Canvas message):**

- **Canvas = fastest response, or UF email \*\*with PHC6937-NC in the subject line\*\***
- *Please use the message function within Canvas, if possible, thank you.*
- Emails/Canvas messages received on Monday–Thursday (except holidays) can expect a response within 24 to 48 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails/Canvas messages received after 5pm on Friday, during the weekend, or on holidays will be answered by 2pm on the following Monday/next working day.

**Prerequisites: None**

## PURPOSE AND OUTCOME

### Course Overview

The purpose of this course is to provide a broad introduction to public health, foundation in core public health knowledge, and impart an understanding about how the health professions and specialized health research contribute to achieving the goals of public health.

The course is designed for students in the following programs of the College of Public Health and Health Professions:

- MA with a major in Communication Sciences and Disorders
- Master of Health Administration, MS programs in Biostatistics and Epidemiology
- Master of Health Science in Environmental and Global Health: One Health
- Doctor of Audiology (campus and distance programs)
- Doctor of Physical Therapy
- PhD programs in Biostatistics, Clinical and Health Psychology, Epidemiology, Health Services Research, and Rehabilitation Science

## Relation to Program Outcomes

Students pursuing degrees within the UF College of Public Health and Health Professions must be grounded in foundational public health knowledge. A public health orientation is provided via this three-credit equivalent course designed for students in graduate professional, Master's, and PhD programs who do not have prior graduate level public health training.

## Course Objectives and/or Goals

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

- Appraise the importance of Public Health to them personally, and to the community in which they live.
- **Explain the critical importance of evidence** in advancing public health knowledge.
- Explain Public Health history, philosophy, and values.
- Assess Public Health situations through an ethical lens.
- Identify the core functions of public health and the 10 Essential Services
- Describe the role of different partners in the field of public health.
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
- Assess suitability of types of quantitative study designs used in epidemiology, for research purposes.
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
- Explain health behaviors using both the four- and five-levels of the Social Ecological Model (SEM)
- Compare and contrast how different Behavioral Theories (Health Belief Model, Transtheoretical Model) can be used to create individual level interventions.
- Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
- Explain how the pandemic impacted care in other areas of the U.S. healthcare system, including routine and chronic care.
- Reflect on their experiences and attitudes, using the single-story framework.
- Explain effects of environmental factors on a population's health.
- Compare vulnerabilities associated with seven core concepts in environmental health: Toxicity, Exposure, Dose/Response, Individual Susceptibility, Risks & Benefits, Environmental Justice, and Community Resources & Action.
- Discriminate between different types of environmental exposure factors, debate which category/categories apply to specific exposure examples, depending on the population at-risk (susceptible population).
- Explain biological, genetic, behavioral, and psychological factors that affect a population's health.
- Explain how globalization affects the global burdens of disease.
- Evaluate climate change's impacts on global food security, sanitation, and health.
- Explain the intersection between 'maternal and child health', and 'environmental health'.
- Discuss One Health examples based on mental health, zoonoses, farm animals & pets, and agriculture.
- Assess the potential for using OneHealth approaches to solve Global Health problems and create Global Health opportunities (based on the interdependence between human health, animal health, and environmental health).

## Instructional Methods

The course is provided entirely online using video presentations and selected readings in a semi-self-paced format. The course is housed in UF e-Learning in Canvas. The course requires 48 contact hours and may be taken

at any time during a student’s program in the College of Public Health and Health Professions. Course content, depth, and level of difficulty are equivalent to 3 graduate credits at the University of Florida – whether the course is taken for credit or as a zero-credit curriculum requirement (see your program’s requirements for details on whether you will be enrolled as a for-credit or a zero-credit student). This syllabus is tailored for the non-credit version of the course.

### **Online Learning Expectations**

You are expected to actively engage in the course throughout the semester. This is a self-guided course with modules that include weekly lectures, video resources, and readings posted on the Canvas site. Students will work through the material and complete weekly assignments. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. **Students are expected to write their own work, ChatGPT and similar resources are \*not\* to be used** – thank you for respecting this request.

## **DESCRIPTION OF COURSE CONTENT**

### **Topic Outline/Course Schedule**

<b>Dates</b>	<b>Module #: Theme</b>	<b>Topics include:</b>	<b>Weekly Assignments:</b>
1/8 – 1/13 (Week 1)	<b>Module 1:</b> Course Overview; Public Health (PH) history, philosophy, and values.	<ul style="list-style-type: none"> <li>Review syllabus and course requirements</li> <li>What is Public Health?</li> <li>History of Public Health</li> <li>Values and ethics in Public Health</li> <li>A philosophy of Public Health</li> </ul>	<b>Discussion 1, Original Post (OP):</b> Video with accurate transcript. Closed captions appreciated. <b>Similarity check D1-OP:</b> Video transcript, + “any style” reference(s). No in-text citations expected.
1/16 – 1/20 (Week 2)	<b>Module 2:</b> The core functions of Public Health and the 10 Essential Services	<ul style="list-style-type: none"> <li>Core functions/10 Essential Services</li> <li>The Public Health system in the United States</li> </ul>	<i>Discussion 1 Reply Post (RP),</i> <b>+ Similarity check D1-RP,</b> (Reply wording, in-text citations & reference list. Citations and reference list in APA-7 <sup>th</sup> Edition (Edn.) format).  <b>Quiz 1 (Modules 1 &amp; 2)</b>
1/22 - 1/27 (Week 3)	<b>Module 3a:</b> Quantitative research methods in Public Health	<ul style="list-style-type: none"> <li>Epidemiological contributions to Public Health</li> <li>Biostatistics contributions to Public Health</li> <li>Quantitative research contributions to Public Health</li> </ul>	
1/29 - 2/3 (Week 4)	<b>Module 3b:</b> Qualitative research methods in Public Health	<ul style="list-style-type: none"> <li>Qualitative research contributions to Public Health</li> </ul>	<b>Quiz 2 (Modules 3a &amp; 3b)</b>
2/5 - 2/10 (Week 5)	<b>Module 4:</b> Behavioral and Psychological Factors that affect Public Health	<ul style="list-style-type: none"> <li>Social and Behavioral Sciences in Public Health</li> </ul>	
2/12 - 2/17	<b>Module 5a:</b>	<ul style="list-style-type: none"> <li>Social determinants of health</li> </ul>	<b>Quiz 3 (Modules 4 &amp; 5a)</b>

<i>Dates</i>	<i>Module #: Theme</i>	<i>Topics include:</i>	<i>Weekly Assignments:</i>
(Week 6)	Social, political, and economic determinants of health	<ul style="list-style-type: none"> <li>Health equity</li> </ul>	
2/19 - 2/24 (Week 7)	<b>Module 5b:</b> Empathy in Public Health	<ul style="list-style-type: none"> <li>Empathy, diversity and inclusiveness in Public Health</li> <li>Personal reflections</li> </ul>	<b>Discussion 2, Original Post (OP):</b> Empathy <b>Similarity check D2-OP:</b> Discussion 2 wording, in-text citations & reference list, APA-7 <sup>th</sup> Edn. format
2/26 – 3/2 (Week 8)	<b>Module 6:</b> Environmental Health/One Health	<ul style="list-style-type: none"> <li>Environmental Health contributions to Public Health</li> <li>One Health's relevance to Public Health</li> </ul>	<i>Discussion 2 Reply Post (RP),</i> + <b>Similarity check D2-RP</b> , Reply wording, in-text citations & reference list, APA-7 <sup>th</sup> Edn. format
3/4 - 3/8 (Week 9)	<b>Module 7:</b> Global Public Health	<ul style="list-style-type: none"> <li>What is Global Public Health?</li> <li>Improving nutrition in children in West Africa.</li> </ul>	<b>Quiz 4</b> (Modules 6 & 7)
3/9, 3/11 - 3/16 (Week 10)	<b>Spring Break</b>	<ul style="list-style-type: none"> <li>No new work scheduled</li> </ul>	N/A
3/18 - 3/23 (Week 11)	<b>Module 8:</b> Evidence-based Public Health	<ul style="list-style-type: none"> <li>What is evidence-based public health?</li> </ul>	<i>(See Discussion 3, below)</i>
3/25 - 4/6 (Weeks 12 & 13)	<b>Module 9:</b> Public Health biology	<ul style="list-style-type: none"> <li>The effect of some biological &amp; genetic factors on population health.</li> <li>Infectious disease control</li> </ul>	<b>Quiz 5</b> (Module 9)
4/8 - 4/13 (Week 14)	<b>Module 10:</b> Public Health trends and initiatives in our community	<ul style="list-style-type: none"> <li>Community-based participatory research</li> <li>Intersections of climate change, social determinants of health, and vulnerability in Public Health</li> <li>Social media's role in Public Health</li> <li>Combatting misinformation in Public Health</li> <li>Professional Public Health communication</li> </ul>	<b>Quiz 6</b> (Module 10)
4/15 - 4/24 (Weeks 15 & 16)	<b>Module 11:</b> The science of prevention in Public Health	<ul style="list-style-type: none"> <li>Types of prevention</li> <li>Preventive interventions for chronic and infectious diseases</li> <li>Screening in public health</li> <li>Debate/justify importance of funding specific preventive public health measures</li> </ul>	<b>Discussion 3, Original Post (OP):</b> Ethics & Future of Preventative PH <b>Similarity check D3-OP:</b> Discussion 3 wording, in-text citations & reference list, APA-7 <sup>th</sup> Edn. format  <i>Discussion 3 Reply Post (RP),</i> + <b>Similarity check D3-RP</b> Reply wording, in-text citations & reference list, APA-7 <sup>th</sup> Edn. format, and APA-student work format

## Course Materials and Technology

### TEXTBOOK:

- None at this time – readings are provided within the Canvas Modules.

### TECHNOLOGY:

IMPORTANT NOTE: The UF IT department recommends that you **use FIREFOX web browser** for Canvas to access video material.

- **Please do not use Chrome browser when accessing the course via Canvas – the videos may not work, etc.**
- Please be careful if using Zotero for APA-7<sup>th</sup> Edition referencing purposes, you probably need to manually fill in the fields as Zotero does not necessarily do exactly what is required.
- EndNote and Mendeley are preferred over Zotero (personal preference!)

**For technical support for course materials and activities and assessments, please contact the Online Course coordinator: Truly Hardemon, MEd at [hardemont@ufl.edu](mailto:hardemont@ufl.edu)**

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

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

### ***UF Internet (eduroam) is available at thousands of locations worldwide!***

UF students can access eduroam (highspeed WiFi) for free with their GatorLink log-in credentials.

<https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/> The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Access is available in rural areas, too! Here's a link to all the eduroam sites: <https://incommon.org/eduroam/eduroam-u-s-locator-map/>

### ***Additional Academic Resources*** (see Section V for additional student services)

- **Career Connections Center:** <https://career.ufl.edu/> Reitz Union 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** <https://uflib.ufl.edu/> Receive assistance in using the libraries or finding resources.
- **Teaching Center:** <https://academicresources.clas.ufl.edu/> General study skills and tutoring 1317 Turlington Hall, 352-392-2010; or, to make a tutoring appointment: 352-392-6420.
- **Writing Studio:** <https://writing.ufl.edu/writing-studio/> Help with brainstorming, formatting, and writing papers. 2215 Turlington Hall, 352-846-1138.
- **Student Complaints:** See <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>

## ACADEMIC REQUIREMENTS AND GRADING

### ASSIGNMENTS: (Discussions, and Quizzes)

Students will work through the material and complete the required assignments and discussions to develop a greater understanding of public health.

**If you would like feedback at any time during your coursework for this course, please contact me with your questions and I will arrange to review your work with you via Zoom screenshare.**

### RELIGIOUS HOLIDAYS, AND DUE DATES

Each semester, religious holidays occur. As this is an asynchronous class, even if you are observing religious holidays, they may not affect your work in the class too much. However, if you will be observing religious holidays this semester, and this could affect you being able to post to a discussion/complete a quiz by the requested date per the table below, please let me know in advance if you need some extra time to make up course activities. **[Contacting me in advance will enable me to schedule time to grade your work in a timely manner.]** Thank you for working with me on this.

<b>COURSE REQUIREMENTS, Weekly assignment dates*</b>			
<p><b>*You are welcome to work ahead in the class and submit early.</b> The 'requested dates' listed in the table are the last day to submit work and finish the class during the semester without rushing, i.e., it's recommended you plan to submit work before/on the 'requested' date. Work will be graded after the requested date listed in the table. <i>Hard deadlines for 'last possible Discussion posting date' this semester will be provided in Canvas with at least 2 weeks' notice, via announcement(s) and clearly stated on the Discussion instruction pages. Please see note re: Religious Holidays, on page 5.</i></p>			
<b>Reflection Discussions</b>	<b>Requested date*</b>	<b>Marks</b>	<b>% of final grade</b>
<p>3 original posts, w/text + <b>references</b> uploaded to Turnitin.com.            3 reply posts, w/text + <b>references</b> uploaded to Turnitin.com.  <i>&lt;10% 'final' similarity index required for posts' wording: References will be checked, but 'final' similarity index is "excluding bibliography".</i></p>			
	<b>Requested date*</b>	<b>Total Marks (breakdown)</b>	<b>% of final grade**</b>
<b>Discussion 1: Public Health Experience, introduction</b>		<b>10 marks</b>	10
<ul style="list-style-type: none"> <li>● <b>Video &amp; Transcript</b></li> <li>● Transcript must have Turnitin.com similarity index &lt;10%</li> </ul>	Mon 1/22/24	(5 marks)	
<ul style="list-style-type: none"> <li>● <b>Reply post</b> with Turnitin.com similarity index &lt;10%</li> </ul>	Mon 1/29/24	(5 marks)	
<b>Discussion 2: Empathy</b>		<b>15 marks</b>	15
<ul style="list-style-type: none"> <li>● <b>Original post</b> with Turnitin.com similarity index &lt;10%</li> </ul>	Mon 2/26/24	(10 marks)	
<ul style="list-style-type: none"> <li>● <b>Reply post</b> with Turnitin.com similarity index &lt;10%</li> </ul>	Mon 3/4/24	(5 marks)	
<b>Discussion 3: Ethics &amp; Future of Preventative Public Health</b>		<b>15 marks</b>	15
<ul style="list-style-type: none"> <li>● <b>Original post</b> with Turnitin.com similarity index &lt;10%</li> </ul>	<b>Fri 4/20/24</b>	(10 marks)	
<ul style="list-style-type: none"> <li>● <b>Reply post</b> with Turnitin.com similarity index &lt;10%</li> </ul>	Mon 4/22/24	(5 marks)	
<b>Quizzes (6)</b>	<b>Requested date*</b>	<b>Marks</b>	<b>% of final grade</b>
<ul style="list-style-type: none"> <li>● Quiz 1 (Modules 1 &amp; 2)</li> </ul>	Mon 1/22/24	10	10

● Quiz 2 (Modules 3a & 3b)	Mon 2/5/24	10	10
● Quiz 3 (Modules 4 & 5a)	Mon 2/19/24	10	10
● Quiz 4 (Modules 6 & 7)	Mon 3/18/24	10	10
● Quiz 5 (Module 9)	Mon 4/8/24	10	10
● Quiz 6 (Module 10)	Mon 4/15/24	10	10
<b>Total for Non-Credit Course</b>		<b>100 Marks</b>	<b>100%</b>

**\*You are welcome to work ahead in the class and submit early.** The ‘requested dates’ listed in the table are the last day to submit work and finish the class during the semester without rushing, i.e., it’s recommended you plan to submit work before/on the ‘requested’ date. Work will be graded after the requested date listed in the table. *Hard deadlines for ‘last possible Discussion posting date’ this semester will be provided in Canvas with at least 2 weeks’ notice, via announcement(s) and clearly stated on the course Discussion pages. Please see note about Religious Holidays, on page 5.*

#### DISCUSSIONS:

- There will be a total of 3 discussions throughout the semester which will help you engage with your peers and consolidate your thoughts.
- **Each assignment has individual instructions that should be read thoroughly, to earn full marks.**
- Please fully review the rubrics for *each* of the three discussion assignments!

#### QUIZZES:

- There will be a total of six (6) quizzes throughout the semester. Each quiz will be worth 10 marks. Quizzes in this course are open book, open notes.
- Each quiz includes eight multiple choice questions; quiz time is 30 minutes per attempt.
- You will have six chances total to take each quiz (i.e., six chances spread over all semesters in which you are enrolled in this version of the course); your highest grade will be scored.

#### Grading: Percentage Point System Used (each mark earned = 1 percentage point)

<b>Grade percent</b>	94	90	87	84	80	77	<b>74</b>	70	67	64	61	0
	-	-	-	-	-	-	-	-	-	-	-	-
	100	<94	<90	<87	<84	<80	<b>&lt;77</b>	<74	<70	<67	<64	<61
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	<b>C</b>	C-	D+	D	D-	E

To pass this non-credit course, you need to earn at least 74 marks (quizzes + discussions combined), i.e., 74 marks of 100 possible marks. Passing this “non-credit” course will either generate a satisfactory grade on your transcript or will count as a ‘completed’ curriculum requirement for your program.

More information on UF grading policy may be found at: <https://gradcatalog.ufl.edu/graduate/regulations/>

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

Late submissions may be accepted up to the hard cut-off date posted in Announcements/listed on the assignment instruction page, but the following policies apply:

- Coordinator/instructor will not contact you about missing or incomplete assignments.

**If you miss the deadline for a quiz, or a discussion, the relevant Canvas page will say the upload feature is no longer available: you will need to contact the instructor and request permission to submit. Permission for late submission is not guaranteed – there needs to be a genuine reason why the deadline was missed.**

You should email the instructor and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. **Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.**

**Special Circumstances:** 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 with on an individual basis, provided you have sufficient documentation.

**Technical issues:** 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 the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

To ensure that we have a great semester, remember --  
*All transactions and relationships are enriched by courtesy:  
 Be considerate of one another during responses to reflective discussions.  
 All ideas have merit.*

*“There is no such thing as a ‘Silly Question’” (C. Austin, personal communication, 2021).*

**Academic & Personal Integrity:** I expect and hope that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the University of Florida, you are bound by the Honor Pledge which states:

*“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.”*

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.”\*

**\* Using an AI entity when creating discussion posts is “unauthorized aid” for PHC6937.**

**In PHC6937, you are expected to Do Your Own Work:**

- without help from another human, and
- without help from any AI entity (e.g., ChatGPT).



**Please do NOT use ChatGPT or similar program/app to generate material for use in PHC6937.** I find reading ChatGPT output is boring (generic) and find the material is often inaccurate. I believe UF graduate students create better work (by themselves) than any AI bot. Thanks in advance for respecting my request.

**Please remember that cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.** **We are using Turnitin.com to encourage honorable behavior by ALL students!** Turnitin.com similarity scores of <10%, and accurate source citations are expectations in this course.

**The UF Honor Code specifies several behaviors that are in violation of this code and the possible sanctions.**

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> You are obliged to report any condition that facilitates academic misconduct to appropriate personnel. Violations of the Honor Code will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

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

### **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 the 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.

## 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.

- **GatorWell Health Promotion services:** GatorWell provides health-related resources, information, and individual services (on-campus & online). Recommended services: Wellness Coaching for Academic Success (virtual appointments available). <http://gatorwell.ufsa.ufl.edu/>
- 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/>
- **988 National Hotline for Mental Health Crises and Suicide Prevention.** <https://www.fcc.gov/988-suicide-and-crisis-lifeline> “988” is the three-digit, nationwide phone number to connect directly to the 988 Suicide and Crisis Lifeline. By calling or **texting** 988, you’ll connect with mental health professionals with the 988 Suicide and Crisis Lifeline, formerly known as the National Suicide Prevention Lifeline. Veterans can press “1” after dialing 988 to connect directly to the Veterans Crisis Lifeline which serves our nation’s Veterans, service members, National Guard and Reserve members, and those who support them. For texts, Veterans should continue to text the Veterans Crisis Lifeline short code: 838255.
- **UMatter We Care** website: <https://www.umatter.ufl.edu/>. As mentioned above, 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. Available for students who are experiencing personal life disruptions that may affect their academics. These resources are available for on-campus and online students. UMatter can help you identify resources and communicate with instructors on your behalf. 352-294-CARE (2273), [umatter@ufl.edu](mailto:umatter@ufl.edu)
- **Alachua County Crisis Center:** Visit the website or call the hotline - 352-264-6789  
Crisis intervention is available 24/7  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **Your local Crisis Center:** If you are not near Alachua and prefer to speak with someone local to your area, please search ‘Crisis Center’ online, and make a note of your local number.
- **Meridian Behavioral Healthcare**, 352-374-5600, <http://www.mbhci.org/>
- **University Police Department:** <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** If you are local, for immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/emergency-room-trauma-center>
- **Your local Emergency Room:** If you are not near Gainesville, please make a note of your local emergency room, where you could get emergency care if necessary.

*“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)

### ***U Matter, We Care***

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so the U Matter, We Care Team can reach out to the student in distress. **A nighttime and a weekend crisis counselor are available by phone at 352-392-1575.** The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center.

**Please remember that asking for help is a sign of strength.** In case of emergency, call 9-1-1.