

University of Florida
College of Public Health & Health Professions Syllabus
HSC 4930: Title (3 credit hours)
Special Topics: Social Stigma & Public Health
Summer 2025

Delivery Format: Online (Asynchronous and Synchronous)

Date, Time, Location: Tuesdays, 3:30-4:50pm, by Zoom

Course Website: [Canvas](#)

***PRELIMINARY DRAFT – topic assignments to specific dates may change**

Instructor Names:

David Janicke, PhD, ABPP

Room Number: HPNP 3136

Phone Number: (352) 273-6046

Email Address: djanicke@PHHP.UFL.EDU

Office Hours: Thursdays 11AM to 12pm

Preferred Course Communications: Email – include HSC 4930 in subject line.

Zoom link for weekly Class: <https://ufl.zoom.us/j/91869869585?pwd=CWQxLyCdLuUWtMb1mjlYqmhfhqkctc.1>

Email Policy: Responses within 24 hours to emails received on weekdays (M-F). Emails received after 5pm on Friday or over the weekend will be answered by the following Monday at 5pm.

PURPOSE AND OUTCOME

Course Overview

This course will provide a theoretical and scientific foundation for understanding the relationship between stigma and health. This will include multilevel analysis of different forms of stigma, identifying biosocial mechanisms that link stigma to poor health outcomes, and efforts to combat stigma on societal, community and individual levels. We will work together to foster an overall sense of belonging, encourage diversity of views and perspectives, and leverage the uniqueness each person brings to the class.

Relation to Program Outcomes

This course aims to provide an overview of stigma and its impact on health from a multidisciplinary perspective, which will enhance knowledge of social and behavioral factors that affect health and inform efforts to promote public health throughout students' program of study and careers.

Course Objectives and/or Goals

- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes of social and behavioral factors, especially in relation to social stigma, that affect health of individuals and populations.
- Analyze determinants of social stigma, health and disease using an ecological framework.
- Communicate effectively about health behavior theories and models in oral and written formats.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
- Apply ethical principles to understanding and dealing with social stigma, and applying within public health program planning, implementation and evaluation.
- Translate social and behavioral science research on social stigma findings into health communication messages for varied audiences.

Instructional Methods

This course will include asynchronous and synchronous (live) online components. You will be expected to complete assigned readings and view recorded lectures online prior to attending weekly live, synchronous online class meetings. During the live meetings, you will be expected to come prepared with questions, respond in writing to specific prompts about course content, and engage in group discussion and group activities. It is therefore crucial for students to take part in both the asynchronous and synchronous components of the course.

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 the synchronous class meetings 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 synchronous face-to-face online 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 live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s) (*PRELIMINARY*)	Readings, Lectures, and Assignments (*PRELIMINARY*)
1	5/13	Introduction – Syllabus Review, Expectations, Definitions	Major p3-13
2	5/20	Stigma: A Threat to Public Health	Hatzenbuehler et al 2013; Bayer, 2008; Lin & Tsang (2020) <i>Optional: Pascoe & Richman (2009)</i>
3	5/27	Historical and Theoretical Foundations	Link & Phelan (2001); Major & O'Brien (2005) <i>Optional: Crocker & Major, 1989; Link et al, 1989</i>
4	6/3	Multilevel Approach & Viewpoint Implicit Bias	Smart-Richman & Hatzenbueher (2014); Cook et al (2014) <i>Optional: Corrigan & Rao (2012); Hagiware et al (2020)</i>
5	6/10	Biosocial Mechanisms	Mendes & Muscatell (2018); Cuevas et al (2020); Nicolau et al (2023)

Week	Date(s)	Topic(s) (*PRELIMINARY*)	Readings, Lectures, and Assignments (*PRELIMINARY*)
6	6/17	MIDTERM EXAM Stigma, Obesity, & Internalized Weight Bias	Basch, Faria & Janicke (2021); Pearl & Sheynblyum (2025) ; Westbury et al (2023)
7	6/24	Summer Break	
8	7/1	Impacts of Stigma on Health & Mental Health	Kane et al (2019); Polaha et al (2015); Pelleboer-Gunnink et al (2021)
9	7/8	Stigma & Youth	Dawson et al (2013); Kariuki et al (2021); Kaushik, Kostaki & Kyriakopoulos (2016)
10	7/15	Moderators & Mediators	Chaudoir et al (2013); Hatzenbuehler et al (2009); Hatzenbuehler et al (2017)
11	7/22	Addressing Stigma / Anti-Stigma Interventions – Part 1	Levy (2018); Heijinders & Vandermeij (2006); Hartog et al (2023)
12	7/29	Addressing Stigma / Anti-Stigma Interventions – Part 2	Hotez et al (2023); McCulloch & Scrivano (2023); Crocket et al (2025)
13	8/5	FINAL EXAM	

Course Materials and Technology

ACADMIC REQUIREMENTS AND GRADING

Grading

Requirement	Due Date	Total Points	% of Total Grade
Weekly Pre-Class Assignment (e.g. quizzes, thought pieces)	Weekly	10	10%
Weekly In-Class Activities (e.g., group activities, thoughts pieces, etc.)	Weekly	32	32%
In-Class Writing Prompt #1	TBD	4	4%
In-Class Writing Prompt #2	TBD	4	4%
Midterm Exam	6/17	20	20%
Podcast Review Papers	7/22	10	10%
Final Exam	8/5	20	20%

Total Points/Percentage		100	100%
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Point system used (i.e., how do course points translate into letter grades).

Required Readings - References

Bayer, R. (2008). Stigma and the ethics of public health: Not can we but should we. *Social Science & Medicine*, *67*, 463–472.

Cook, J. E., Purdie-Vaughns, V., Meyer, I. H., & Busch, J. T. A. (2014). Intervening within and across levels: A multilevel approach to stigma and public health. *Social Science & Medicine*, *103*, 101–109.

Corrigan, P. W., & Rao, D. (2012). On the self-stigma of mental illness: Stages, disclosure, and strategies for change. *Canadian Journal of Psychiatry*, *57*(8), 464–469.

Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health disparities. *American Journal of Public Health*, *103*(5), 813–821.

Line, C., & Tsang, H. (2020). Stigma, Health and Well-Being. *International Journal of Environmental Research and Public Health*, *17*. doi:10.3390/ijerph17207615

Link, B. G., & Phelan, J. C. (2001). Conceptualizing stigma. *Annual Review of Sociology*, *27*, 363–385.

Major, B., & O'Brien, L. T. (2005). The social psychology of stigma. *Annual Review of Psychology*, *56*, 393–421.

Smart Richman, L., & Hatzenbuehler, M. L. (2014). A multilevel analysis of stigma and health: Implications for research and policy. *Policy Insights from the Behavioral and Brain Sciences*, *1*, 213–221.

Optional Readings

I have listed a variety of optional reading in the syllabus for most weeks. These are included for those of you who are Optional Readings

I have listed a variety of optional reading in the syllabus for most weeks. These are included for those of you who are interested in diving in little deeper on specific topics. Material from the optional readings WILL NOT BE INCLUDED ON THE EXAMS, except for information from these manuscripts conveyed during the videos lectures or discussed in class.

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, *96*(4), 608–630.

Hagiwara, N., Dovidio, J. F., Stone, J., & Penner, L. A. (2020). Applied research/ethnic healthcare disparities research using implicit measures. *Social Cognition*, *38*, S68–S97.

Link, B. G., Cullen, F. T., Struening, E., Shrout, P. E., & Dohrenwend, B. P. (1989). A modified labeling theory approach to mental disorders: An empirical assessment. *American Sociological Review*, *54*(3), 400–423.

Pascoe, E. A., & Richman, L. S. (2009). Perceived discrimination and health: A meta-analytic review. *Psychological Bulletin*, *135*(4), 531–554.

Assignments

Pre-Class Weekly Quizzes or Assignments (10 weekly quizzes, 1% each).

The rationale for these quizzes or assignments is to assess completion and comprehension of didactic material presented each week. Quizzes will be weekly multiple-choice questions that assess content related to readings and online lectures. Quizzes will typically have 5 multiple choice questions. Each quiz is worth 1% of grade (single attempt only). Quizzes will be administered via Canvas (open book, open note), will be untimed, and must be submitted one minute before your scheduled class time. On a few occasions there will be alternative assignment instead of a quiz. As you have an entire week to complete each quiz, no make-up will be allowed for missed quizzes except for extreme circumstances. **There is NO pre-class quiz for week 1.**

In-class assignments (9 weekly -in-class assignments, 4% each, you will keep the top 8 out of 9 scores)

There will be NO in-class assignment the first week of class, the week of the midterm examination (6/17/25), nor the final week (8/5/2025). These assignments will typically involve small group assignments. When utilizing a small group assignment, the assignment will be joint generated by members of each student's group during each week's breakout groups. (In some weeks, individual products may be required). The rationale for each week's assignment is to demonstrate creative problem solving, team work and skill application related to the group's didactic content. Time will be allocated in class for each assignment, and will be submitted (via Canvas) in class. Each assignment is worth 4 % of grade. Assignments will be submitted via Canvas, with a deadline timed to the end of your scheduled class time. Only the top scoring 8 of 9 assignments will be retained in your final grade. Given students can drop their lowest weekly score, there will be no-make given except under extreme circumstances.

Thought Pieces (occur twice during the semester). Each thought piece is worth 4% of your grade (8% of total grade combined).

During two of the synchronous class meetings, you will be asked to respond in writing (through the eLearning site) to a brief prompt (Thought Piece) that is relevant to the week's assigned readings and lectures. One will occur during a class period prior to the summer break, and one after. Responses will be used to facilitate class discussion. Each Thought Piece will be worth 4 points. The bright Thought Piece will be open book, open notes, but you will only have a limited amount of time (10 minutes) to complete the piece. Students will be given one week notice as to when a thought piece will be assigned in class. Students will only be allowed to make up a missed Thought Piece only if a pre-excused absence or if an extreme circumstance occurs. In those situations, a different prompt will be given relative to what was provided during class.

Midterm Exam (20% of grade)

The Midterm Examination will occur during the regularly scheduled class time on June 24, 2025 via the eLearning site. The exam will be a 40-minute multiple-choice and short-answer examination, administered using Honor Lock. The exam will cover material from weeks 1 – 5.

Final Exam (20% of grade)

The Final will occur during the regularly scheduled class time on August 5, 2025, via the eLearning site. The exam will be a 40-minute multiple-choice and short-answer examination, administered using Honor Lock. The exam is not cumulative, rather it will cover material from weeks 6 – 12.

Podcast Review Paper (10% of grade)

Students will be required to write a 3-5 page paper based on the a podcast dealing with stigma. A list of podcast episodes to select from later in the semester. The paper will include conceptualization of different forms of stigma described in the book, their links to health outcomes, and risk and resilience factors that promoted or protected against poor health. Students will be asked to incorporate course content into their conceptualization.

The paper should be submitted as a Word document through the course website using AMA reference style.

***Assignment details and grading rubric will be posted on the course website.**

****A list of Podcasts students can select from will be provided after the start of the semester.**

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

Percentage or points earned in class	92%-100%	90%-91.9%	87%-89.9%	82%-86.9%	80%-81.9%	77%-79.9%	72%-76.9%	70%-71.9%	67%-69.9%	62%-66.9%	60%-61.9%	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's [Grade Policy regulations](#).

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

More information on UF grading policy may be found at [this link](#).

Policy Related to Make Up Exams or Other Work

For UF excused absences ([policy](#)) **only**, UF [makeup policy](#) states “Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. For assignments and during-term exams, a reasonable amount of time is within the term in which the student is enrolled in the class. For final exams, a reasonable amount of time is within 60 days after the originally scheduled final exam date; however, students in their graduation semester may require expedited accommodations to ensure graduation as scheduled.”

If you have an excused absence:

- Notify the instructor as soon as possible (and optimally before class, if possible). Note: The instructor may request supportive documentation, particularly for missed exams or the individual paper.
- For the pre-class quizzes/assignment, no make-up opportunities will be offered given you have one week to complete the assignment. If there is an unusual or extreme circumstance the instructor will make reasonable accommodations for you to submit missed work, usually within one week of the original deadline unless the excused absence lasts longer than a week
- If you miss more than one in-class assignment, the instructor will work with you to complete a make-up assignment.
- For missed exams, makeup exams will be scheduled as soon as possible, usually within one week of the original deadline unless the excused absence lasts longer than a week
- For a missed podcast paper, a new submission deadline will be arranged, usually within one week of the original deadline unless the excused absence lasts longer than a week

If you have an unexcused absence:

- (a) Late quizzes and in-class assignments will be assigned zero points, but only the top-ten scores will be included in final grade
- (b) Unexcused missed exams will be assigned a grade of zero, with no make-up opportunities
- (c) Missed individual papers may be submitted late, but will be subject to late penalties according to the schedule below

Item	Late category	Penalty
1	1 minute to 24 hours late	10% of maximum deducted from achieved grade
2	1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
3	2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
4	3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
5	4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
6	5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
7	6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
8	7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

Students in need of exam-related accommodations should arrange them through the [Disability Resource Center Accommodations Request](#) portal. Requests should be initiated within one week of the start of the semester.

Students will have up to a week to complete each weekly pre-class quiz/assignments. Late submissions will be assigned zero.

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 Class Attendance

It is the general expectation that students will (a) attend all classes, (b) will arrive on time, and (c) will stay until the end of class. (Students with Disability Resource Center accommodations that allow late arrival/early departure should provide their instructor with an accommodation letter).

See the detailed make-up policy in the section above to see how missed work will be handled. In general, only official excused absences may receive makeup opportunities for the examinations or individual paper. Up to one in-class assignments may receive a grade of zero without penalty, but students are encouraged to support their groups and their learning by completing all required work.

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

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to arrive on time to class meetings and remain throughout the scheduled class time. If you need to arrive late or leave early for any reason, please inform the instructor prior to class. You will need to use a computer or mobile device to join the class meetings, but use should be limited to participating in the meetings and taking notes. You are welcome to have food or a drink during class as long as it is not disruptive.

I appreciate and encourage questions about the lecture material and contributions of your own knowledge about the subject during class. For a successful course, it is essential that an atmosphere of respect is maintained. It is important that you treat everyone in the classroom with respect and allow them a place to speak. It is perfectly

fine to express how strongly you feel about something, but you must allow others this same opportunity, and you must be respectful and sensitive to others' views when expressing your own. If there is ever a time when you feel I have not given you, the class, or the topic that level of respect and sensitivity, please let me know.

The University of Florida is guided by its [core values](#): Excellence, Discovery and Innovation, Inclusion, Freedom and Civility, Community, and Stewardship. By incorporating these values into our classroom actions, we cultivate an optimal learning environment that fosters a sense of comfort and encourages active engagement with challenging tasks and ideas. In addition to shared values, students are also expected to be familiar with the [Student Conduct Code](#). If you have concerns about the Core Values or see anyone in class, including the instructor, struggling to uphold them, you are encouraged to share your concerns with through an appropriate person or system so those concerns can be addressed. In this class, we believe in fostering an environment that encourages open dialogue, critical thinking, and respectful engagement even when discussing challenging topics. Students should maintain civility and respectful discourse when engaging in challenging conversations within academic settings, including this class. If you have any concerns about an idea that a peer has shared or feel unsafe in the classroom, promptly report them to the appropriate university channels, such as the instructor or teaching assistants. To cultivate a productive and respectful learning environment, all UF students are accountable to the guidelines outlined in the Student Conduct Code. Behavior in the classroom that does not line up with our Student Conduct Code not only impedes the individual learning experience but also undermines the integrity and effectiveness of the educational setting. By upholding the Student Conduct Code in the classroom, we create an environment conducive to learning, growth, and meaningful engagement for everyone involved.

Stigma can be a sensitive topic to discuss, particularly if you or someone close to you has a stigmatized identity and personal experiences with stigma. This course will approach the topic from a scientific lens and focus on empirical evidence of the effects of stigma on health. However, scientific findings do not capture all individual experiences. We may discuss topics that resonate with your own experiences or those of your loved ones, or you may be exposed to material that does not align with what you have lived or seen first-hand. I encourage you to share your experience when you feel that it would be beneficial to the class. I also ask that you carefully consider your decision to disclose personal information and bear in mind that I cannot guarantee confidentiality of what you share. If you are not willing to engage with the topics outlined in this syllabus, or you think it will have a negative impact on your mental health, please do not take this course.

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.

Policy on Generative AI Assistance

Students are forbidden from using Generative AI (e.g., ChatGPT, Microsoft CoPilot NaviGator, Grok, etc) with in-class assignments, mid-term and final examinations, and the Podcast review. The primary goal of these assessments is to assess individual understanding or skills without external assistance. All in-class assignments

and the individual paper will be run through the University's plagiarism checker (TurnItIn); instructors may use additional tools when they suspect that Generative AI has been used. Use of Generative AI when forbidden are considered cheating, and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

Although this course expects little-to-no Generative AI use, the following warnings are offered for your use in other classroom or UF-related settings: It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are never provided with confidential information. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. To avoid doubt, using such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students, and intellectual property. You are also reminded to always review the terms and conditions of any third-party software you use (e.g., proofreading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

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](#) for additional details.

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

HonorLock

To Be Determined - Your exams will be proctored by Honorlock. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. Honorlock is available 24/7 all you need is a computer, webcam, and a stable internet connection. You DO NOT need to create an account, download software or schedule a proctoring appointment.

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. "

Online Synchronous Sessions:

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.

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](#)

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 [here](#). 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 [Bluera](#). Summaries of course evaluation results are available to students at [this public link](#).

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](#) and the [Disability Resource Center](#) (DSR) within the first week of class or as soon as you believe you might be eligible for accommodations. The DSR 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.

- [UPTurn](#). The UPTurn program offers students a 45-minute consultative visit with a program advisor. At this visit, advisors will curate an individualized plan for obtaining support and resources based upon the students' concerns, stresses and goals. Individual appointments may be made at the website.
- 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. Online and in person assistance is available.
- [U Matter We Care](#) website If you are feeling overwhelmed or stressed, you can reach out for help through the U 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.
- Crisis intervention is always available 24/7 from:
 - [Alachua County Crisis Center](#): (352) 264-6789,
 - [University Police Department](#): See 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;

Please 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.