University of Florida
College of Public Health & Health Professions Syllabus
CLP 4420: Introduction to Neuropsychology (3 credit hours)
Fall: 2025
Delivery Format: On-Campus Thursdays 9:35AM to 12:35PM
Course Listed on Canvas

Instructor Name: Catherine Price, Ph.D., ABPP/CN
Room Number: HPNP 1102
Phone Number: 352-494-6999
Email Address: cep23@phhp.ufl.edu
Office Hours: Fridays, 1 to 2pm
Teaching Assistants: none
Preferred Course Communications: canvas message, text
Prerequisites
PSY2012 with a minimum grade of C

PURPOSE AND OUTCOME

Course Overview
Survey and exploration of the science and practice of clinical neuropsychology. The course also discusses major neuropsychological disorders and mechanisms underlying higher cognitive function.

Relation to Program Outcomes
This course provides didactic instruction and case examples. The goal is to assist the student in developing beginning knowledge of normal versus disordered brain function. The course is appropriate for students interested in the neurosciences or health professions.

Course Objectives and/or Goals
Upon successful completion of the course, students will be able to:
1.0 Discriminate neuroanatomical regions relative to general cognitive domains
2.0 Formulate hypotheses regarding disease profiles and possible diagnoses
3.0 Discern differences between neuroscience, neurology, and neuropsychological disciplines
4.0 Critically analyze neuropsychological publications
5.0 Recognize abnormal behavioral patterns signifying a disease process

Instructional Methods
Material provided before the class, in-person class discussions, videos, class group activities, demonstrations

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 professionals.

What is expected of you?
You are expected to engage in the course throughout the semester actively. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. Suppose you are not prepared for the face-to-face sessions. In that case, 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 participate actively in the live class. Your participation fosters a rich course experience for you and your peers, facilitating mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	August 21	**INTRODUCTION AND HISTORY** Class 1 Welcome, Course Syllabus Review *Lecture Topics:* Neuropsychology and Clinical Neuroscience History of Neuropsychology	*Readings:* Zillmer, Spiers & Culbertson: Chapter 1: A History of Neuropsychology Sullivan, E.V. & Bigler, E.D (2015). Neuroimaging's Role in Neuropsychology: Introduction to the Special Issue of Neuropsychology Review on Neuroimaging in Neuropsychology.
2	Aug 28	**RESEARCH AND CLINICAL METHODS** Class 2 *Lecture Topics:* Experimental methods in neuropsychology Clinical neuropsychological assessment methods	*Readings:* Zillmer, Spiers & Culbertson: • Chapter 2: Methods of Investigating the Brain • Chapter 3: Neuropsychological Assessment and Diagnosis Howieson, D. (2019). Current limitations of neuropsychological tests and assessment procedures. *The Clinical Neuropsychologist, 33,* 200-208.
3	Sept 4	**ORGANIZATION OF THE BRAIN AND BEHAVIOR** Class 3 *Lecture Topic:* Clinically-relevant functional neuroanatomy: General principles and functional systems	*Readings:* • Gaynor & Bauer, 2020 • Zillmer, Spiers & Culbertson: Chapter 4: Cells of Thought Chapter 5: Functional Neuroanatomy Chapter 6: Cerebral Specialization (pp. 155-167)
4	Sept 11 Exam 1		

Week	Date(s)	Topic(s)	Readings

5	Sept 11	**ATTENTION AND PERCEPTION**
		Class 5
		Lecture Topics:
		Visuospatial Abilities, Attention, Neglect, Agnosia
		Key Topics/Disorders:
		Attentional dysfunction
		Sensory perception
		Visuospatial processing
		Visual Agnosia (object, face agnosia)
		Hemispatial Neglect
		Topographical Disorientation
			Readings:
			• Bauer, 2014
			• Zillmer, Spiers, & Culbertson: Chapter 9: pp. 240-246
			On the course website: Selections from Kolb & Whishaw:
			• Chapter 13: The Occipital Lobes
			  ○ pp. 323-325 ("Visual Functions Beyond the Occipital Lobes")
			  ○ pp. 330-340 (beginning with "Disorders of Cortical Function")
			• Chapter 14: The Parietal Lobes (pp. 345-364)
			• Chapter 15: The Temporal Lobes (pp. 373-385)
			• Husain, M. (2008), Hemineglect. Scholarpedia, 3(2):3681. http://www.scholarpedia.org/article/Hemineglect
			Optional Readings:
			• Bisiach, E. & Luzzatti, C. (1978). Unilateral neglect of representational space, Cortex, 14, 129–133.
			• Farah, M. J. & Feinberg, T. E. (2000). Visual object agnosia. In M. J. Farah & T. E. Feinberg (Eds.), Patient-based approaches to cognitive neuroscience (pp. 79-84). Cambridge, MA: MIT Press.

6	Sept 18	**LANGUAGE** *Lecture Topics:* Overview of Language *Key Topics/ Disorders:* Acquired and Developmental Language Disorders	*Language Specific Readings:* • Kolb & Whishaw: Chapter 19: The Origins of Language *Optional Reading:* • Worrall (2019). The seven habits of highly effective aphasia therapists: The perspective of people living with aphasia. *International Journal of Speech-Language Pathology, 21,* 438-447. • Sacks, O. (2005). Recalled to life: When patients suffer a loss of language, must they also lose their sense of self? The New Yorker, October 31, 46-53
7	Sept 25	**MEMORY AND AMNESIA** Class 6 *Lecture Topic:* Overview of memory, amnesia Episodic and semantic memory disorders	*Readings:* Online: • Kolb & Whishaw: Chapter 18: Memory • Bauer, et al, 2019 *Optional Reading:* • Sacks, O. (2007). The abyss: Music and amnesia. *The New Yorker, September 24,* 100-111. • Farah, M.J. & Grossman, M. (2000). Semantic memory impairments. In M. J. Farah & T. E. Feinberg (Eds.), *Patient-based approaches to cognitive neuroscience* (pp. 301-305). Cambridge, MA: The MIT Press.

Week	Date(s)	Topic(s)	Readings
8	Oct 2	**FRONTAL LOBE AND EXECUTIVE FUNCTIONS** *Lecture Topics:* Functional Anatomy of Frontal Lobes Executive function and dysfunction Motor Planning and Intention Personality and Mood Regulation Working Memory	*Readings:* Zillmer, Spiers & Culbertson: • Chapter 9: pp. 246-259 Canvas: Kolb & Whishaw: • Chapter 16: The Frontal Lobes • Chapter 26: Neurological Disorders – TBI section (pp. 702-706) *Optional Reading:* Damasio, H., Grabowski, T., Frank, R., Galaburda, A. M., & Damasio, A. R. (1994). The return of Phineas Gage: Clues about the brain from the skull of a famous patient. *Science, 264,* 1102-1105.
9	Oct 9 Exam 2		
10	Oct 16	**TRAUMATIC BRAIN INJURY** *Lecture Topics:* Overview of traumatic brain injury Functional outcome in head injury Assessment and management of head injury and concussion Rehabilitation	*Readings:* • Zillmer, Spiers & Culbertson: Chapter 13: Traumatic Head Injury and Rehabilitation (pp. 369-389). • McCrea, M., Broshek, D.K. & Barth, J.T. (2015). Sports concussion assessment and management: Future research directions. *Brain Injury, 29,* 276-282. *Optional Reading*: • Wagner, A.K. (2010). TBI translational rehabilitation research in the 21st century: Exploring a rehabolomics research model. *Eur J. Phys Rehabil Med, 46*, 549-555. • Omalu, B.I. et al (2005). Chronic traumatic encephalopathy in a National Football League player. *Neurosurgery, 57*, 128-134.
11	Oct 23	**EPILEPSY and PEDIATRIC NEUROPSYCHOLOGY** *Lecture Topics and Disorders:* Epilepsy Developmental/Autism Spectrum Disorders Pediatric Neuropsychology Pediatric Neuropsychological Disorders: Pre- and perinatal brain damage Genetic/congenital disorders Learning disabilities Pervasive Developmental Disorders Attention Deficit Hyperactivity Disorder	*Readings*: Zillmer, Spiers & Culbertson: • Chapter 10: Developmental Disorders of Childhood • Chapter 11: Learning and Neuropsychiatric Disorders of Childhood *Optional Reading*: Singh, A., Yeh, C.J., Verma, N., & Das, A.K. (2015). Overview of attention deficit hyperactivity disorder in young children. *Health Psychology Research, 3:2115.*

Week	Date(s)	Topic(s)	Readings
12	Oct 30	**AGING AND DEMENTIA** *Lecture Topics:* Normal Aging Pathological Aging and Dementia *Key disorders:* Mild Cognitive Impairment (MCI) Degenerative dementia (e.g., Alzheimer's disease, Frontotemporal dementia) Vascular dementia/vascular disease/white matter disease	*Readings*: Zillmer, Spiers, & Culbertson: • Chapter 12: Cerebrovascular Disorders (pp. 339-347; 351-357) • Chapter 14: Normal Aging and Dementia: Alzheimer's Disease • Chapter 15: Subcortical Dementias *Optional Readings*: • Libon DJ, Price CC, Heilman KM, Grossman M. Alzheimer's "other dementia". (2006). Cogn Behav Neurol. 19(2):112-6. • Park, D. C. and P. Reuter-Lorenz (2009). "The adaptive brain: aging and neurocognitive scaffolding." Ann Rev Psychol 60: 173-96 • Sperling, R., Mormino, E., & Johnson, K. (2014). The evolution of preclinical Alzheimer's disease: Implications for prevention trials. *Neuron, 84*, 608-622. • Jack, C.R., et al. (2018). NIA-AA Research Framework: Toward a biological definition of Alzheimer's disease. *Alzheimer's & Dementia, 14,* 535-562.
Nov 5th – Paper Due by 11pm			
13	Nov 6	**PROFESSIONAL ISSUES AND APPLICATIONS** *Lecture Topics:* Ethical guidelines and considerations Forensic Neuropsychology Training in Neuropsychology Careers in Neuropsychology	*Readings*: Online/Canvas: • Craig, P. (2007). Clinical Neuropsychology: Brain-Behavior Relationships. In R. J. Sternberg (Ed.), Career Paths in Psychology: Where Your Degree Can Take You (pp. 161-178). Washington, DC: American Psychological Association. • APA Ethical guidelines: https://www.apa.org/ethics/code/ • Smith, G., on behalf of the CNS (2019) Education and training in clinical neuropsychology: Recent developments and documents from the clinical neuropsychology synarchy, The Clinical Neuropsychologist, 33:3, 447-465, • American Psychological Association. 2017. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from: http://www.apa.org/about/policy/multicultural-guidelines.pdf
15	Nov 13	**Multicultural Considerations and Norming**	
16	Nov 20		
17	Dec 11	**Final Exam**	

Course Materials and Technology

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required textbook: Zillmer, E.A., Spiers, M.V., & Culbertson (2008). Principles of Neuropsychology: 2nd Edition, Thomson Wadsworth Publisher. This test is free to undergraduate students both on-line, in the library, and will be provided through PDF in the Canvas reading packets.

Online Materials: Required readings not found in the textbook will be posted via the University's E-learning system/Canvas at http://elearning.ufl.edu.

Supplemental and Optional Readings/Resources: Additional articles, videos, and tutorials will also be posted on Canvas.

- ***NOTE: All readings posted online are for educational purposes only and should not be duplicated or redistributed.***

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: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio*:* 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.
- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the "Get Started With the DRC" webpage on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

ACADEMIC REQUIREMENTS AND GRADING

Examinations and Assignments: Final grades will be based on one paper assignment (25%), and three in-class examinations (25% each; 75% total).

Attendance and Participation: As a college student I expect you to be engaged in reading the material and answering questions posed to the class. Your attendance and participation make magic happen. So please be there and engage! I request that you not engage in your electronic device. Rather, listen and take notes using paper and pencil, and discuss topics with the class. Be engaged in your learning so that you can change your cortical volume, make new white matter connections, and create synaptic magic.

Paper Assignment: Each student will be expected to complete one paper assignment, which will account for 25% of the final course grade. The paper will consist of a critique of a research article in neuropsychology. Students will choose one article to critique from a list of articles provided for this purpose. The specific format for subsections of the paper, as well as a scoring rubric, are forthcoming. Papers should be 3-5 typed, double-spaced pages in Arial 11-12 point font with 1" margins. Students will submit the paper electronically to the Canvas website by the due date/time.

Examinations will take place in class on the dates listed in the schedule. All examinations are open-book, open-note exams. Examinations will cover material as indicated in the schedule. The examination format will utilize a variety of objective methods (multiple-choice, short answer, true-falls, fill-in-the-blank, etc.). Examinations will cover both reading and lecture material, though materials in lectures will be emphasized. Students will receive study questions in advance of each exam to help them prepare.

Grading

Relevant dates on which points can be earned are listed in this Table.

Requirement	Points or % of final grade (% must sum to 100%)
Exam 1	25%
Exam 2	25%
Paper	25%
Exam 3	25%

Point system used (i.e., how course points translate into letter grades). Exams will each be assigned several points. Earned points based on correct answers will be summed and expressed as a percentage of the total possible points. All grades will be rounded (up or down) to the nearest integer. Grading is based on percentage cut-offs as follows:

Percentage of points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	67-72	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that the Bachelor of Health Science Program does not use C- grades.

The following table lists the conversion from letter grades to grade points. Letter grade-to-grade point conversions are fixed by UF and cannot be changed.

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

Points															

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: *https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/*

More information on UF grading policy may be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Exam Policy
Students are expected to attend and be prepared to participate in all class sessions and exams. Personal issues concerning class attendance or fulfillment of course requirements will be handled on an individual basis. Absence from an exam for appropriate professional obligations (e.g., graduate, professional, or medical school interviews) is permissible. Still, it should be avoided if possible and must be pre-approved by the course instructor. If a make-up exam is required due to professional obligations or health reasons, documentation (e.g., doctor's note, a conference agenda, and some proof of your role as a speaker or attendee) will be required.

Policy Related to Make Up Exams or Other Work
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
Attendance is expected and is required if the student wishes to earn the highest possible number of attendance points.

The UF policy for excused absences is reproduced below:

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however. The department will notify you if you have been dropped from a course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence. For further information regarding the UF Attendance Policy see the Registrar's website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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 *[For undergraduate courses only.]*

Excused absences must be consistent with university policies in the Graduate Catalog (https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Policy Related to AI Use in This Course

When authorized by the course director, students may use AI technologies in the completion of coursework as long as they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

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. For the avoidance of doubt, the use of 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 that you should always review the terms and conditions of any third-party software you use (e.g. proof reading 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.

It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs, but does not demonstrate development in your professional practice.

Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk.
UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
Students are expected to report to class on time, be prepared for the class by having read the assigned material, and to participate in discussions as appropriate. PowerPoint lectures will be available on the Canvas website in advance of each class, so students are encouraged to follow along with the lectures and to take notes by either printing out the PowerPoint or by accessing it via a laptop computer or other electronic device.

Students are asked to silence their cell phones at the beginning of class and to show respect for all other persons while class is in session.

Communication Guidelines
Students are encouraged to ask questions and to respond to instructor queries during class. If students have special questions or concerns they would prefer to discuss privately with the instructor or TA, they are encouraged to attend office hours or to approach the instructor immediately after class.

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 Handbook for additional details:
https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
https://graduateschool.ufl.edu/work/handbook/

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.

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

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the "Get Started With the DRC" webpage on the Disability Resource Center site. Students need to share their accommodation letter with me and discuss their access needs as early as possible in the semester. I also encourage you to speak to the Dean of Students Office for accommodation assistance.

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.

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *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.

- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-2734450.

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."