

**University of Florida**  
**College of Public Health & Health Professions**  
**PHC 4101: Public Health Concepts (3 credits)**  
Fall 2025  
Delivery Format: Online  
Course Website or E-Learning

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**Instructor Names:**

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**Office Hours:** **Kornetti** (Tuesdays: 3pm-4pm and Wednesdays: 10am-11am), **Carrier** (Tuesdays: 2pm-3pm and Wednesdays: 9am-10am), **Brinson** (Tuesdays and Thursdays: 10am-11am), and **Acosta** (Wednesdays: 1:30pm-3:30pm), and by appointment

**Preferred Course Communications (e.g., email/Canvas messaging):** Direct email ([brittneyndixon@ufl.edu](mailto:brittneyndixon@ufl.edu)) through Outlook email. This is the preferred method of communication, not the message function within Canvas. Emails received on weekdays (Monday-Thursday) 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 received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

**Prerequisites**

(BSC 2007 or BSC 2005 or BSC 2010) and PSY 2012 and STA 2023 and (health science or communication sciences and disorders or public health majors or health science or public health minors).

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**PURPOSE AND OUTCOME****Course Overview**

This is a 3-credit course that will be conducted online. This is an upper-level course intended to introduce undergraduate students in a variety of disciplines to the basic tenets and applications of public health, including integrating public health with other health professions. This course explores the Nation's health challenges, the scientific basis of the public's health in the United States, and current strategies for advancing the public's health. The student will gain knowledge through lectures, readings, group work, and individual assignments.

**Relation to Bachelor Program Foundational Domains**

1. Describe the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. Examine the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
3. Explain the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

4. Examine socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
5. Review the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
6. Differentiate between the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

### **Course Objectives and/or Goals**

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

1. Describe public health history, philosophy, and values
2. Examine the important role of the five core concentrations and cross-cutting disciplines of public health (e.g., Epidemiology, Biostatistics, Social & Behavioral Sciences, Health Policy and Management, and Environmental Health, Health Disparities, and One Health)
3. Identify and list the core functions of public health and the 10 Essential Services
4. Identify and explain the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
5. Identify and explain the effects of environmental factors, biological and genetic factors, behavioral and psychological factors, and socioeconomic factors on a population's health
6. Identify the key drivers and determinants of health
7. Discuss health disparities and identify known health disparities in the US and globally  
Identify and examine key models and theories used in public health to understand critical public health issues
8. Describe the basic concepts, methods, and tools of public health data collection, use, and analysis, and why evidence-based approaches are an essential part of public health practice
9. Discuss major causes and trends of morbidity and mortality in the US
10. Summarize the current concerns in the U.S. health care system and the role health policy plays
11. Examine the role of policy, law, and ethics in healthcare and public health
12. Give examples of how globalization affects global burdens of disease
13. Establish the critical importance of evidence in advancing public health knowledge

### **Instructional Methods**

- 1) Lectures and Interactive Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources: In addition to the lectures, supplementary readings and resources will be posted in the course. The reading and resource list may be supplemented during the course.
- 3) Discussions: Students are expected to participate in discussion boards throughout the duration of this course. Grades will be assigned based on accuracy, depth, and thoughtfulness of content.
- 4) Assessments: A variety of assessments will be used in this course, including but not limited to assignments, quizzes, and projects.

### **Announcements**

Class announcements will be sent via the announcement tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email. **Therefore, you are responsible for all information in these announcements whether or not you see them in your email.**

**What is expected of you?**

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. For every 1 credit hour in which you enroll in an undergraduate course, you will spend approximately two to three hours outside of class studying.

**DESCRIPTION OF COURSE CONTENT**

**Weekly Course Schedule**

Dates	Module	Topics and Cross-cutting Issues	Readings & Materials	Discussions, Assignments, & Assessments
<b>MODULE 1: INTRODUCTION TO PUBLIC HEALTH</b>				
<p><b>Week 1:</b> 8/17 – 8/22</p>	<p><b>REVIEW COURSE SYLLABUS AND COMPLETE ASSIGNMENTS</b></p>			<p><b>Introduction Video</b></p> <p><b>APA Assignment</b></p> <p><b>Both Assignments due: Monday, 8/25 by 11:59 PM EST</b></p>
<p><b>Week 2:</b> 8/25 – 8/29</p>	<p><b>INTRODUCTION TO PUBLIC HEALTH</b></p>	<p><b>Module 1:</b> Public Health: Science, Politics, and Prevention</p>	<p><b>Schneider Chapter:</b> 1</p> <p><b>Interactive Lectures:</b> Module 1: Public Health: Population Health Approach (stop at Health Promotion &amp; Prevention)</p>	<p><b>Assignment 1: 10 Greatest PH Achievements</b></p> <p><b>Group Project Contract</b></p> <p><b>All assignments due: Friday, 8/29 at 11:59 PM EST</b></p>

<b>Week 3:</b> <b>9/1 – 9/5</b>		<b>Module 1:</b> Government Influence and Responsibilities	<b>Schneider          Chapter: 4</b>  <b>Interactive          Lecture:</b> Module 12: Public Health Institutions and Systems	<b>Module Quiz</b>  <b>Group Project:</b> Project Topic Selection  <b>All assignments due: 9/5          at 11:59 PM EST</b>
<b>MODULE 2: SOCIAL &amp; BEHAVIORAL SCIENCES</b>				
<b>Week 4:</b> <b>9/8 – 9/12</b>	<b>SOCIAL &amp;          BEHAVIORAL          SCIENCES</b>	<b>Module 2:</b> Intro to the Social & Behavioral Sciences and Drivers/ Determinants of Health	<b>Interactive          Lectures:</b> Module 4: Social & Behavioral Sciences & Public Health (don't review PRECEDE- PROCEED)  <b>Schneider          Chapter: 2</b>  Module 1: Public Health: Population Health Approach beginning with "Disease Determinants"	<b>Assignment 2: Applying          the Social Ecological          Model to binge drinking          due: Friday, 9/12 at 11:59          PM EST</b>
<b>Week 5:</b> <b>9/15 –          9/19</b>		<b>Module 2:</b> Health Across the Lifespan	<b>Schneider          Chapter: 3</b>	<b>Group Project SBS          Snapshot due: Friday, 9/19          at 11:59 PM EST</b>
<b>Week 6:</b> <b>9/22 –          9/26</b>		<b>Module 2:</b> Behavioral Contributors to Disease Risk	<b>Schneider          Chapters: 11</b>	<b>Module Quiz due: Friday,          9/26 at 11:59 PM EST</b>
<b>MODULE 3: BIOSTATISTICS &amp; EPIDEMIOLOGY</b>				

<b>Week 7:</b> 9/29 – 10/3	<b>BIOSTATISTICS</b>	<b>Module 3:</b> The Role of Statistics and Data in Public Health	<b>Schneider Chapter:</b> 6  <b>Interactive Lecture:</b> Module 3: Public Health Data and Communications	<b>Assignment 3: COVID-19 Indicators due: Friday, 10/3 at 11:59 PM EST</b>
<b>Week 8:</b> 10/6 – 10/10	<b>EPIDEMIOLOGY</b>	<b>Module 3:</b> The Science and Principles of Epidemiology	<b>Schneider Chapter:</b> 9  <b>Interactive Lecture:</b> Module 2: Evidence-Based Public Health	<b>Mid-Semester Peer Review due: Friday, 10/10 at 11:59 PM EST</b>
<b>Week 9:</b> 10/13- 10/17		<b>Module 3:</b> Genetic and Chronic Diseases	<b>Schneider Chapter:</b> 10	<b>Module Quiz</b>  <b>Group Project Biostatistics Snapshot</b>  <b>Group Project Epidemiology Snapshot</b>  <b>**All assignments due: 10/16 at 11:59 PM EST (Earlier Due date due to Homecoming!!)</b>
<b>MODULE 4: ENVIRONMENTAL HEALTH</b>				
<b>Week 10:</b> 10/20 – 10/24	<b>ENVIRONMENTAL HEALTH</b>	<b>Module 4:</b> A Clean Environment: The Basis of Public Health	<b>Schneider Chapter:</b> 13  <b>Interactive Lecture:</b> Module 8: Environmental Health & Safety	
<b>Week 11:</b> 10/27 – 10/31		<b>Module 4:</b> Infectious Diseases	<b>Schneider Chapter:</b> 7  <b>Interactive Lecture:</b> Module 7:	<b>Assignment 4: Outbreak Assignment due: Friday, 10/31 at 11:59 PM EST</b>

			Communicable Diseases	
<b>Week 12:</b> 11/3 – 11/7		<b>Module 3:</b> COVID-19: Experiencing and Learning from a Global Pandemic	<b>Schneider Chapter: 8</b>	<b>Module Quiz</b>  <b>Group Project Environmental Health Snapshot</b>  <b>All assignments due: 11/7 at 11:59 PM EST</b>
<b>MODULE 5: HEALTH POLICY &amp; MANAGEMENT</b>				
<b>Week 13:</b> 11/10 – 11/14	<b>HEALTH POLICY &amp; MANAGEMENT</b>	<b>Module 5:</b> The U.S. Medical System as a Public Health Problem	<b>Schneider Chapter: 16</b>  <b>Interactive Lecture:</b> Module 10: Healthcare Institutions and  Module 11: Health Insurance and Healthcare Systems	<b>Assignment 5: Public Health Advocate due: 11/14 at 11:59 PM EST</b>
<b>Week 14:</b> 11/17 – 11/21		<b>Module 5:</b> Policy, Law, & Ethics	<b>Interactive Lecture:</b> <b>Module 5:</b> Health Law, Policy, & Ethics	<b>Module Quiz</b>  <b>Group Project Health Policy &amp; Management Snapshot</b>  <b>All assignments due: 11/21 at 11:59 PM EST</b>

<b>Week 15:</b> 11/24 – 11/28	<b>THANKSGIVING BREAK! ENJOY!</b>			
<b>FINAL PROJECT PRESENTATION AND PEER REVIEW SUBMISSION</b>				
<b>Week 16:</b> 12/1 – 12/3			See Canvas	<b>Final Project Presentation</b> <b>Final Peer Review</b>  <b>All assignments due: 12/3</b> <b>at 11:59 PM EST</b>

### Course Materials and Technology

**Required Textbook (along with interactive lectures):** Kruger, J., Moralez, A., & Siqueira, C. E. (2026). *Schneider's Introduction to Public Health* (7th ed.). Jones & Bartlett Learning.

- **ISBN 9781284317282** - for the hard copy and interactive lectures.
- **ISBN 9781284317299** - eBook and interactive lectures.
- **Note:** Students are required to choose one of the ISBNs to ensure that they have access to both the course textbook and interactive lectures.
- This course participates in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - <https://www.bsd.ufl.edu/AllAccess> - UF All Access will provide you with your required materials digitally at a lower cost and the charge will be applied to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.

Additional readings may be provided in the weekly modules as identified by the Instructor.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

### 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](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

## ACADEMIC REQUIREMENTS AND GRADING

**Note: This course will use and require [APA 7<sup>th</sup> edition style](#) for citations and formatting.**

**Syllabus/Academic Integrity Quiz** (0% of grade but required to unlock course content): You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz. Students are **required** to print a copy of the syllabus from the syllabus tool in the course.

**Introduction via Discussion** (1% of Final Grade): During the first week of class, you will create a video introducing yourself to your classmates. Please see Canvas for more details.

**Citation Introductory Quiz** (1% of Final Grade): During the first week of class, you will complete the Citation Introductory Quiz. Please see Canvas for more details.

**Quizzes** (25% of Final Grade): There will be 5 open-book, open-note quizzes for each module covering course lectures and readings. Questions will generally be multiple-choice in format but might also include true/false, matching, short answer, and other similar formats. Quizzes are due on Fridays at 11:59 pm each module.

**Assignments** (48% of Final Grade): There will be five assignments that should be done independently. Each assignment is worth 9.6% of your total grade. These assignments will cover a range of topics and themes to measure your knowledge of the content. Follow the instructions carefully for each assignment within the Canvas course site. Rubrics for each assignment will be provided within Canvas. All assignments are due on Fridays at 11:59 pm each module.

- **Assignment 1:** 10 Great Public Health Achievements – Intro to PH module
- **Assignment 2:** Social-Ecological Model Case Study – Social & Behavioral Science
- **Assignment 3:** COVID-19 Indicators – Biostatistics & Epidemiology
- **Assignment 4:** Outbreak – Environmental Health
- **Assignment 5:** Public Health Advocate – Health Policy & Management

**“Public Health Expert” Final Group Project** (25% of Final Grade): The final project will be completed as a group assignment. Students will be placed into groups and must select a public health topic (e.g., diabetes, obesity, COVID-19). Each student should select their concentration (i.e., Epidemiology, Biostatistics, Social & Behavioral Sciences, Health Policy and Management, or Environmental Health), in which they will be considered the “expert” in that particular concentration area. Each expert will provide a **brief** analysis of their public health topic (completed via the snapshots, which will be cohesively implemented into the final project presentation). Please also make sure that you are **citing appropriately**. Though you are each responsible for your section of the project, the presentation should be developed and presented cohesively. Please see Canvas for additional details.

- **Project Topic Selection**
- **Social & Behavioral Sciences Snapshot**
- **Biostats & Epidemiology Snapshot**

- Environmental Health Snapshot
- Health Policy and Management Snapshot
- Final Group Project
- Midpoint Peer Review
- Final Peer Review

## Grading

Requirement	Due date	% of final grade (% must sum to 100%)
<b>Syllabus Quiz</b>	Week 1 to unlock course	-
<b>Introduction Video</b>	Due Monday, 8/25 @ 11:59 PM EST	1%
<b>Citation Introductory Quiz</b>	Due Monday, 8/25 @ 11:59 PM EST	1%
<b>Module Assignments (5)</b>	Ongoing	48% (9.6% each x 5)
<b>Module Quizzes (5)</b>	Ongoing	25%
<b>Final Project</b>	Ongoing	25%
<b>Total percentage</b>		<b>100%</b>

## Translating Course Percentages to Letter Grades

Letter Grade	Letter Grade
A (93-100%)	C+ (77-79%)
A- (90-92%)	C (70-76%)
B+ (87-89%)	D+ (67-69%)
B (83-86%)	D (63-66%)
B-(80-82%)	D- (60-62%)
	E (<60%)

*Note: The Bachelor of Health Science Program and Bachelor of Public Health Program do not use C- grades.*

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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

**Requirements:** Students are responsible for all course material, including reading all required materials prior to each lecture. The course is conducted in eLearning, and all assignments, course lectures, discussions, emails, and quizzes will be delivered in this medium. Students should also read your email and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.), please check this mail at <http://webmail.ufl.edu> regularly also. Students should also reference the calendar in the course to keep up with weekly deadlines.

**Readings and Discussions:** Students should read the assigned readings prior to viewing course lectures and be prepared to discuss the material through course discussions and assignments.

**Make-Ups:** If you are unable to meet a deadline in this course for [approved reasons](#) and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and **MUST** be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

**Please note:** Any requests for make-ups due to technical issues **MUST** be accompanied by the UF Computing Help Desk (<http://helpdesk.ufl.edu/>) correspondence. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Taking Quizzes:** No pre-scheduling is required, nor is any specific software. You can take your quiz at any time during the designated window it is open in Canvas. However, I caution you not to wait until the last minute because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.

- Please make sure that you review the course textbook, Canvas modules, and lectures before taking the quiz. If you have any questions or need clarity about course content, please feel free to send me or the TA an email, or we can schedule a Zoom meeting.
- Take time to think through each question. Please use the allotted time to read through each question carefully and to read back over questions you were unsure of the answer. It would also be important to take the quiz as early as possible so that you don't feel rushed if taking the quiz on the last day that it is available.
- Please plan on extra time to complete your quiz to accommodate connection time and any technical issues that arise.

### Quiz and Exam Rules

Rules related to quizzes.

- Quizzes will be administered as described in the course schedule.
- Quizzes are open book, open notes unless otherwise documented.
- You will not need paper, calculator, or pencil.
- Quizzes may be taken at a student's home. Students must plan to take their quizzes in an environment where other people are not in the room during the quiz.

### Policy Related to Required Class Attendance

**Attendance Policy:** Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence 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. Remember that, when possible (i.e., extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments. Even though this is an online course, students are expected to log on regularly and participate in the course.

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**

#### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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

**Use of Artificial Intelligence (AI) Software:** Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. This is a place for learning, and this class is specifically a space for learning how to improve our writing and professional development skills. AI simply cannot do that learning and skill development for us.

## 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. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center <https://disability.ufl.edu/> within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center 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. 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](mailto: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.

## Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

## 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,

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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."

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