

University of Florida
College of Public Health & Health Professions Syllabus
PHC4418: Social, Economic, and Environmental Drivers of Health (SEED) (3 credits)
Semester: Fall 2025
Delivery Format: On-Campus/Canvas

Instructor Name: Brittney N. Dixon, PhD, MPH, CPH, TTS

Course Day and Time: Wednesdays, Periods 3-4: 9:35 AM - 11:30 AM, and 6-7: 12:50 PM - 2:45 PM

Room Number: HPNP Rm. 1102

Office Phone: 352-273-6068

Email Address: brittneyndixon@ufl.edu

Office Hours: Directly after class

Co-Instructors:

Instructor Name: Alex Rodriguez, MPH

Course: Wednesdays, Periods 3-4: 9:35 AM - 11:30 AM

Email Address: alexandrarodrig@ufl.edu

Office Hours: Directly after class (11:30 AM – 12:30 PM)

Instructor Name: Selena Gutierrez, MPH

Course: Wednesdays, 6-7: 12:50 PM - 2:45 PM

Email Address: selenagutierrez@php.ufl.edu

Office Hours: Thursdays at 12:00 PM

Teaching Assistant(s): Amy Dukeshire (dukeshire.amy@ufl.edu)

Office Hours: Wednesdays 3pm-4pm or by appointment

Preferred Course Communications (e.g., email, office phone): Direct email (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 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 5 pm on Friday will be answered by 2 pm on the following Monday.

Prerequisites

PHC4101 and Public Health major or minor; or instructor approval.

PURPOSE AND OUTCOME

Course Overview

This is a 3-credit course that provides an overview of the non-medical drivers of health. Students will explore social, economic, environmental, and political factors contributing to health and health disparities across various populations. Students will be challenged to reflect upon the non-medical drivers of health and propose innovative and sustainable strategies to reduce health disparities and improve health.

Relation to Bachelor of Public Health Foundational Domains

1. Examine population health challenges, including 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.
2. Analyze the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course.
3. Describe and address the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. Utilize the basic concepts of public-health specific communication, including technical and professional writing and the use of mass media and electronic technology.
5. Build foundational knowledge and skills in advocacy for protecting and promoting the public's health.

Course Objectives and/or Goals

By the end of this course, students will be able to:

1. Identify and critically examine the non-medical drivers of health, populations most impacted by the drivers, the role the drivers play in understanding health disparities, and how the drivers can impact health across the life course.
2. Analyze the historical underpinnings, systemic, and structural factors that influence and inform factors contributing to health.
3. Discuss how structural bias, social inequalities, and racism undermine health and create challenges to achieving health equity across social ecological levels.
4. Utilize evidence-based research and social and behavioral science theories to develop upstream interventions to address the non-medical drivers of health and their impact on marginalized populations.
5. Cultivate advocacy skills and hone oral and written communication skills to address critical public health issues.
6. Design a grassroots advocacy organization that seeks to raise awareness of and address a particular non-medical driver of health.

Instructional Methods

This course is offered in person, utilizing blended learning techniques to deliver course content and facilitate student learning.

1. Lectures: Will expand upon the week's content (posted in Canvas or delivered in-person)
2. Assigned readings and materials: Course readings, supplementary materials, and resources will be posted on the course Canvas page. Readings and resources may be supplemented during the course.
3. Assessments: A variety of assessments will be used to facilitate student learning, including quizzes, assignments, and active participation in class discussions and weekly in-class activities.

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

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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 public health and health professionals.

What is expected of you?

You are expected to actively engage in the course throughout the semester. 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-level learning during the live class sessions. If you are not prepared for the face-to-face 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

Weekly Course Schedule

Note: See Canvas to access reading materials, lectures, and videos.

Dates	Topic(s)	Readings & Materials	Assignments
MODULE 1: FOUNDATIONAL INFORMATION AND GUIDING PERSPECTIVES			
Week 1: 08/21-08/23	NO CLASS THIS WEEK! REVIEW COURSE SYLLABUS and COMPLETE SYLLABUS QUIZ!		
Week 2: 08/25 – 08/29	Course Intro	None this week.	Syllabus Quiz due: complete prior to the start of class
Week 3: 09/01 – 09/05	Health Disparities and Intro to the Social, Economic, and Environmental Drivers of Health	KFF: Disparities in Health and Health Care: 5 Key Questions and Answers See Canvas for additional readings and multimedia.	Week 3 Quiz: in-class Grassroots Organization Development - Part 1 due: Friday, 09/05 at 11:59 PM EST
Week 4: 09/08 – 09/12	Key Perspectives, Frameworks, and Terms	Jones et al.: Life Course Approaches to the Causes of Health Disparities	Week 4 Quiz: in-class

Dates	Topic(s)	Readings & Materials	Assignments
Week 5: 09/15 – 09/19	The Political Determinants of Health/ Advocacy, Grassroots, and Social Movements	Dawes: Chp.3 - The Political Determinants of Health Model McKenzie: Chp. 5 - Community Organizing/Building	Week 5 Quiz: in-class Grassroots Organization Development - Part 2 due: Friday, 09/19 at 11:59 PM EST
MODULE 2: SOCIOECONOMIC FACTORS			
Week 6: 09/22 – 09/26	Education and Income	Braveman: Chp. 3 - Education Shapes Health and Health Disparities in Many Ways Godefroy and Lewis: What explains the socioeconomic status-health gradient? Evidence from workplace COVID-19 infections	Week 6 Quiz: in-class Mid-Semester Peer Review due: Friday, 10/03 at 11:59 PM EST
Week 7: 09/29 – 10/03	Employment and Working Conditions	Braveman: Chp. 9 - Work Can Be Good – or Bad – for Your Health	Week 7 Quiz: in-class A Tale of Two Counties due: Friday, 10/03 at 11:59 PM EST
MODULE 3: NEIGHBORHOODS: HOUSING AND HEALTHCARE			
Week 8: 10/06 – 10/10	Housing and Residential Segregation	Braveman: Chp.8 - Housing, Health, and Health Disparities See Canvas for additional readings and multimedia.	Week 8 Quiz: in-class
Week 9: 10/13 – 10/17 (Homecoming Week!)	Healthcare Access and Health Literacy	Douthit et al.: Exposing some important barriers to healthcare access in the rural USA Coughlin et al.: Health Literacy, Social Determinants of Health, and Disease Prevention and Control	Week 9 Quiz: in-class Grassroots Organization Development - Part 3 due: Thursday, 10/16 at 11:59 PM EST (earlier submission date due to Homecoming)
MODULE 4: NEIGHBORHOODS: PHYSICAL AND SOCIAL ENVIRONMENTS AND COMMUNITY SAFETY			

Week 10: 10/20 – 10/24	Built Environment: Nutrition and Food Insecurity	APHA: Creating the Healthiest Nation: Food Justice	Week 10 Quiz: in-class L.I.F.E. due: Friday, 10/24 at 11:59 PM EST
Week 11: 10/27 – 10/31	Crime and Mass Incarceration	Rivara et al.: The Effects of Violence on Health 13 th Documentary	Week 11 Quiz: in-class
Week 12: 11/03 – 11/07	Environmental Conditions and Environmental Justice	APHA: Environmental Justice for All	Week 12 Quiz: in-class Documentary Reflection Paper due: Friday, 11/07 at 11:59 PM EST
Week 13: 11/10 – 11/14	Social and Community Context: Social Support, Social Networks, and Social Cohesion	Gullet et al.,: Neighborhood social cohesion and serious psychological distress among Asian, Black, Hispanic/Latinx, and White adults in the United States: a cross-sectional study	Week 13 Quiz: in-class
PRESENTATIONS			
Week 14: 11/17 – 11/21	PRESENTATIONS!!!		Grassroots Organization Development - Part 4 due: Presentations due Friday, 11/21
Week 15: 11/24 – 11/28	THANKSGIVING BREAK! ENJOY!!		No Assignments due!
Week 16: 12/01 – 12/03			Submit Final Peer Review due Wednesday, 12/03 at 11:59 PM EST

Course Materials and Technology

Required Book: None. Please see Canvas for course materials and readings.

Course materials and readings will be posted within the weekly modules on the course Canvas site. Additional readings may be provided in the weekly modules as identified by the instructor.

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

Please note that a computer/laptop is required for the course to fully participate and engage with the instructor and your peers.

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](#): 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

Assignments

Syllabus Quiz (0 Points, 0% of final grade): You will review the course syllabus and complete the syllabus quiz. *Please review the syllabus, course overview, and academic integrity materials before completing the quiz.* **NOTE:** While the quiz is ungraded, you must receive 100% to unlock the 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 Canvas.

Weekly Quizzes (60 points, 10% of final grade): There will be 11 quizzes covering the course lectures, readings, documentaries, films, or videos. The quizzes will be taken in class during the first **10 minutes**. The questions will be multiple-choice but may also include true/false, matching short answer, and other similar formats. Quizzes will be 5 questions assessing your knowledge and applicability of the week’s content. Quizzes are closed-book/closed notes. **The two lowest quiz grades will be dropped, so a total of 9 quizzes will contribute to the final course grade.**

Current Events/In the News (20 points, 2%): Your team/group will identify an article or another type of media that focuses on a topic covered in the course for your group's selected week. Your team will lead an in-class discussion on the topic. Please see Canvas for additional details.

Advocacy and Grassroots Organization Development and Presentation (220 points, 20% of final grade): You will be assigned to a team of 3-4 students for this project. As a team, you are tasked with creating and developing your own grassroots organization that seeks to take action on a health disparity by addressing at least one non-medical driver of health. Your team will work on completing this 4-part project throughout the semester. Turnitin will be enabled for these assignments.

- **Part 1:** Identification of a Health Disparity and Non-Medical Driver of Health
- **Part 2:** Developing Your Organization
- **Part 3:** Marketing and Branding Products
- **Part 4:** Pitch/Presentation to Funders

Peer Reviews (20 points each, 5% of final grade): You will be provided a structured opportunity to assess your peers and provide constructive and helpful feedback regarding their contributions to the collaborative group project. There will be a Mid-Semester Peer Review and a Final Peer Review. Please see Canvas for additional details.

A Tale of Two Counties (50 points, 15% of final grade): You will identify and compare two Florida counties (using the County Health Rankings & Roadmaps website) by examining their social and economic factors. After critically examining these factors, you will discuss and reflect upon the major drivers and differences in health outcomes and quality of life between individuals in these two counties. Please see Canvas for the rubric and additional assignment details. Turnitin will be enabled for this assignment.

Documentary Reflection (50 points, 15% of final grade): We will watch a documentary covering one or more social, economic, and environmental drivers of health. You will write a double-spaced reflective paper discussing the documentary's message and content. Turnitin will be enabled for this assignment.

L.I.F.E. (50 points, 15% of final grade): You will document your life and compare it to your assigned persona. Please see Canvas for more details.

Participation (240 points, 20% of final grade):

Attendance (10 points): Attendance is required and will be taken each week. As outlined in the course schedule, we will meet once each week (Wednesdays). **As regular attendance is essential to your success in the course**, students are expected to attend each class session, arrive on time, and remain in class for the entire class period. Only students who are physically present in class will be permitted to complete the in-class assignment.

Arriving more than 10 minutes late to class will impact your attendance grade and, subsequently, your course grade. It will also impact your ability to take the quiz, which is completed within the first 10 minutes of class. If you have a schedule conflict, you should communicate this to the instructor **prior** to that class session (at least 24-48 hours prior to the scheduled class).

Participation (10 points): Simply attending is not the same as actively participating. Students are expected to actively engage in course discussions, come to class prepared, and provide thought-provoking ideas and questions. It is your responsibility to review the course materials (i.e., lectures, videos, or any other forms of multimedia) prior to coming to class so that the class time is used to

engage in deeper critical thinking and application. Students are expected to participate in each class session and significantly contribute to class discussions and activities. Reading and watching the assigned material will help you prepare for the weekly quizzes and in-class activities and facilitate course discussions.

Professionalism (5 points): Professionalism and team-based collaboration are essential to the learning experience of becoming a public health and health care practitioner. Professionalism includes applying professional skills, accepting responsibility, completing tasks appropriately, exercising good judgment, and demonstrating polite behavior, among other attributes. It is expected that your participation in class meetings and all activities related to the class will be conducted in a professional manner. All class sessions will be conducted in a respectable and professional environment. Comments and opinions of others can be questioned and debated, but everyone must be respected and entitled to their own opinion. Your professionalism, including attendance, participation, and attention, will be reflected in your grade.

Note: Each class is worth 25 points, for a total of 300 points. APP will be evaluated based on these 3 criteria, which are all included in the rubric provided on the course Canvas page.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Syllabus Quiz	Wednesday, 8/27 at 9:35 AM EST	(0%)
Tale of Two Counties	Friday, 10/03 at 11:59 PM EST	(15%)
Documentary Reflection	Friday, 11/07 at 11:59 PM EST	(15%)
L.I.F.E.	Friday, 10/24 at 11:59 PM EST	(15%)
Quizzes	Ongoing, Due Weekly (in-class)	(10%)
Attendance, Participation, and Professionalism	Ongoing	(20%)
Current Events/In the News	Ongoing	(2%)
Grassroots Organization Development Collaborative Group Project	Ongoing: see Canvas and weekly course schedule below Note: Final Presentation due on 11/21	(20%)
Peer Reviews (Mid-Semester and Final)	Submit via Canvas during Weeks 6 (10/03) and 16 (12/03)	(3%)

TOTAL PERCENTAGE	100
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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 Public Health and Bachelor of Health Science Programs do not use C- grades.

More information on UF grading policy may be found at:

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

Quiz Policy: This course will use LockDown Browser, a proctoring service for taking quizzes. You are required to download Lockdown Browser for the in-class quizzes. This should be done before the first quiz (which is the 3rd week of classes). If you do not have LockDown Browser installed, you will not be permitted to take the quiz until after the browser is downloaded and set up. LockDown Browser ensures quiz and exam integrity and enables the administration of online exams/quizzes. Suspected violations of the Student Honor Code will be referred to the Dean of Student's Office for a determination of disciplinary action.

POLICY RELATED TO REQUIRED CLASS ATTENDANCE AND MAKE-UPS

Students are responsible for all course material (i.e., reading and watching the required course materials prior to class and while in class). Students should 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, etc.); please check this mail at <http://webmail.ufl.edu> regularly. Students should also reference the calendar in the course to keep up with weekly requirements and deadlines.

Attendance Policy: Attendance is required. 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 or allowed to complete make-up assignments.

Students with an approved excused absence may earn back points for missed attendance or in-class assignments, if applicable. To request an excused absence, students must complete the Excused Absence Request Form and upload any required documentation through the REDCap portal linked on the course homepage.

EXCUSED AND UNEXCUSED ABSENCES

Excused Absences: In accordance with the University, the following reasons qualify for an excused absence, and students must provide proper and sufficient documentation.

- a. Illness
- b. Serious accidents or emergencies affecting the student, their family, or their roommates
- c. Title IX-related situations
- d. Military obligations
- e. Religious holidays (*no official documentation required)
- f. Participation in official university activities
- g. Court-imposed legal obligations
- h. Special circumstances (e.g., conference presentations, graduate/professional school interviews, job orientation)

Submission Deadlines for Excused Absence Requests

- For categories a. – c.: Requests should be made as soon as reasonably feasible.
- For categories d. – h.: Requests should be submitted at least 72 hours before the class session.

Make-Up Procedure

Students with an approved request are eligible to make up missed in-class assignments. The instructors will provide a make-up assignment and will provide reasonable time to complete the assignment. For quizzes, students are to schedule time with Alex or Selena to make up quizzes during their designated office hours or prior to the start of the next week's class. All makeup assignments **must** be completed within 14 days of the missed class. Assignments not made up within this timeframe will remain a zero in the gradebook.

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

Unexcused absences will result in no points received for the in-class activities and quizzes. For excused absences, students are required to submit the appropriate documentation.

Please refer to UF's absence policy to ensure you meet UF policy on make-up work: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>. Failure to upload an in-class assignment due to severe weather or poor internet connectivity will be reviewed on a case-by-case basis. If you are unable to access consistent internet, please email the instructor ahead of time (if possible); otherwise, email the instructor at the earliest time possible.

PUNCTUALITY POLICY

Students are expected to arrive to class on time and prepared. To maintain a respectful and productive learning environment for all, the following guidelines will be enforced:

Arrival After Class Has Started

Any student who enters the classroom after class has begun should quietly take a seat in one of the

designated rows or tables to minimize disruption. A five-minute grace period will be allowed before a student is considered tardy.

Tardiness and Consequences

Students arriving more than five minutes late will be marked as *tardy* by the Instructor/Teaching Assistant (TA). Accumulating two (2) tardies will result in the loss of 2 points from the student's Professionalism grade. Each subsequent tardy will result in an additional 2-point loss per tardy. Students arriving more than 20 minutes late will be eligible for half credit on their weekly assignment.

Students who experience extenuating circumstances that impact their ability to consistently arrive on time are expected to communicate with the instructor as soon as possible to discuss potential exceptions.

LATE SUBMISSION POLICY

Students may submit assignments late for partial credit up to 48 hours with the point deduction depending on when the assignment is submitted.

- Assignments submitted up to 6 hours late – minus 20%
- Assignments submitted after 6 hours up to 12 hours late – minus 30%
- Assignments submitted after 12 hours up to 24 hours late – minus 40%
- Assignments submitted after 24 hours up to 48 hours late – minus 50%

It is the student's responsibility to ensure that the proper assignment has been submitted to Canvas on time. Submitting an incorrect assignment will be considered a non-submission. Canvas allows a student to resubmit the correct assignment before the deadline.

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.

Additionally, you are required to bring your computers/laptops or tablets to class to complete the in-class activities. Cell phone use will only be permitted if you are using your phone for course-related activities. Furthermore, disruptive behavior or significant impacts on student learning will result in a meeting(s) with the instructor, calls or reports to the appropriate campus authority, and/or further disciplinary action.

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/>.”

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. 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.

- *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.

Diversity Statement

I consider this classroom to be a safe space and 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, abilities – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive learning environment for every class member.

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."
