University of Florida
College of Public Health & Health Professions Syllabus

CLP4421C: Introduction to Clinical and Behavioral Neuroanatomy (4 credits)

Spring 2026
Delivery Format: *On-campus*
Course Website available on Canvas

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Office Hours: Mondays 2:45 – 4:00 following lab, by appointment preferred. Other times/dates can be arranged with the instructor.
Preferred Course Communications: Email

Prerequisites
Anatomy and physiology or instructor approval

PURPOSE AND OUTCOME

Course Overview
The purpose of this course is to provide the student with lecture and laboratory study of the human central nervous system. Emphasis is put on the relationship between structure and function in the central nervous system with focus on higher cortical function and anatomy. A key goal of this course is to provide students with introductory knowledge for engaging in basic clinical problem-solving.

Relation to Program Outcomes
This course is an elective course for BHS students. It is particularly relevant for any students planning on receiving additional health science education or attending medical school.

Course Objectives and/or Goals

The student will demonstrate knowledge and understanding of the structure and function of the human central nervous system. Course content includes – but is not limited to – anatomy, neuroscience, and cognitive science.

More specifically, based on study materials, lectures, and handouts, upon successful completion of this course, students will be able to:

A. Lecture (neuroanatomy and integrating structure & function)

1. **Discriminate** between major divisions of the central nervous system and their functions.
2. **Label** and **describe** functions of meninges, major brain regions, cranial nerves, and spinal cord.
3. **Define** and **apply** core terminology and concepts in neuroanatomy and neurophysiology.
4. **Explain** the mechanisms of neural conduction, transmission, excitation, and inhibition.
5. **Trace** and **diagram** blood and cerebrospinal fluid pathways in the CNS.
6. **Summarize** lifespan neuroanatomical development.
7. **Analyze** sensory, motor, autonomic, and limbic system organization and function.
8. **Integrate** structural and functional neuroanatomy to infer likely disorders.
9. **Discuss** CNS function in the context of diversity and underrepresented populations.

B. Brain (neuroanatomy) lab

1. **Identify** gross structures of the brain and spinal cord.
2. **Identify** and label key anatomical structures of the brain, brainstem, cranial nerves, and spinal cord.
3. **Trace** vascular and ventricular pathways.
4. **Describe** neurological disorders and relate them to specific anatomical structures.
5. **Compare and contrast** lesion effects based on brain location.

Instructional Methods

The students will participate in lectures and in laboratory study of specimens and models as well as case studies of neurological disorders. The course involves a mixture of active learning gross anatomy laboratory experience and lecture. The lab will consist of live demonstrations with physical and virtual brain samples. Lab time is completely in-person but if a student misses one or two labs, missed time can be made up using the posted supplemental virtual material. *Missing lab time significantly hinders learning*, as we cover substantial material in each class. Supplemental virtual material is provided for all students to use to enhance learning both during and outside class time. Lectures will be in-person for 50 minutes with additional instructor-recorded lecture and created slides provided as supplemental material for study as part of this blended learning course. A HyFlex option for lectures can be made available upon request.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by reviewing all out-of-class material. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the 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

Topical Outline/Course Schedule

Note that weeks are defined from the first day of class.

Week	Date(s)	Topic(s)	Readings
1	1/12	Lab 1: Overview of the Brain	BCN Chapter 4 NTCC Chapter 2
	1/14	Neuroanatomy overview and basic definitions	
2	1/19	No lab – MLK Jr. Day	BCN Chapters 1 & 22-23 NTCC Chapter 5
	1/21	Brain and Environs: Cranium, Ventricles, and Meninges	
3	1/26	Lab 2: Cranium, Ventricles, and Meninges	NTCC Chapter 10
	1/28	Cerebral Hemispheres and Vascular Supply	
4	2/2	**Test 1 – Coronal Brain** Lab 3: Vascular Supply	BCN Chapters 3 & 21 NTCC Chapter 12

Week	Date(s)	Topic(s)	Readings
	2/4	Brainstem: Surface Anatomy and Cranial Nerves	
5	2/9	Lab 4: Brainstem and Cranial Nerves	NTCC Chapter 14
	2/11	Brainstem II: Internal Structures and Vascular Supply	
6	2/16	Lab 5: Brainstem and Cerebellum	BCN Chapter 9 NTCC Chapter 15
	2/18	Cerebellum	
7	2/23	Lab 6: Review	BCN Chapters 5 & 6 NTCC Chapter 6
	2/25	Corticospinal Tract and other motor pathways	
8	3/2	**Lab 7: Test 2 – Pin Test**	BCN Chapter 11 NTCC Chapter 7
	3/4	Somatosensory Pathways	
9	3/9	Lab 8: Somatosensation and Vision	BCN Chapter 14 NTCC Chapter 11
	3/11	Visual System	
10	3/16	No lab – Spring Break	
	3/18	No lecture – Spring Break	
11	3/23	Lab 9: Basal Ganglia	BCN Chapter 8 NTCC Chapter 16
	3/25	Basal Ganglia	
12	3/30	Lab 10: Limbic System	BCN Chapter 17 NTCC Chapter 18
	4/1	Limbic System: Emotion and Memory	
13	4/6	Lab 11: Neuroanatomy of Language	BCN Chapter 16 NTCC Chapter 19
	4/8	Laterality and Language	
14	4/13	Lab 11: Neuroanatomy of Executive Function	NTCC Chapter 19
	4/15	Higher Cortical Function: Neuroanatomy of Executive Function	
15	4/20	**Optional review lab. Lab Network Lesion Assignment Due 10:00 PM**	
	4/22	Final Class	
Final	During Finals week	**Two-Part Final Exam**	

Note about readings: Note about readings: **No readings are required**. Readings will provide supporting information to what we cover in class and help students master the material. BCN = Basic Clinical Neuroscience. NTCC = Neuroanatomy through clinical cases.

Course Materials and Technology

There is no required textbook for this course. The following are recommended to supplement course instruction for students who are particularly interested in the material.

Recommended: Tolbert, D. L., Young, P. A., Young, P. H. (2015). *Basic Clinical Neuroscience* (3rd Edition). United Kingdom: Wolters Kluwer.

Optional (this is geared more towards graduate and medical students): Blumenfeld, H. (2021). *Neuroanatomy through clinical cases* (3rd ed.). Sunderland, MA: Sinauer Associates, Inc. Publishers. (2nd edition also will work)

Nitrile, latex, or vinyl gloves are required during labs (nitrile are recommended). **Please provide your own**. If you have financial limitations that prevent you purchasing gloves for the semester (cost is typically $10 or less for a box of 100), please talk with your instructor. You can also split the cost with other students. You will need about 15 pairs of gloves for the semester (this allows for extra sets if any rip or are defective).

Electronic Devices. Class and lab time involves interactive ungraded quizzes (e.g., Kahoot!) as an introduction to the weekly material and part of the learning experience. Students should bring a smartphone, tablet, or laptop device to class. Outside of class, a laptop or tablet computer is strongly encouraged to view and study from digital resources the instructor links to on Canvas.

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: Broward 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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Lecture Quizzes

There are 12 lecture-related quizzes throughout the semester. They match the first 12 weeks of material. The quizzes will be taken on Canvas. Quizzes are due by 11:59 PM one week from the date the topic is covered in class. 5% of the score will be deducted for each day the quiz is late. They will be comprised of multiple choice, fill in the blank, true/false, and short answers. You will have no more than 25 minutes to take each quiz (students who need accommodation should contact the instructor). You should not use notes, internet resources, other people, books, textbooks, or other sources during the quizzes. We will use the honor system for the quizzes, following the Honor Code: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." If you have any technical difficulties with the quizzes, please contact your instructor.

The lowest quiz grade is dropped. The quizzes together comprise 20% of your grade with each quiz is worth 12 – 16 points. The grade on each quiz is scaled to equal 1.66% of your final grade.

Lab Quizzes

There are 8 lab quizzes offered at the start of lab sessions. These quizzes are done via Kahoot! They are interactive and introduce the material for the lab. These are graded based on participation. The quizzes are worth a total of 10% of your grade. The grade for a quiz may be waived due to illness or emergency, in accordance with UF attendance and make-up policies. Contact your instructor in advance of lab if you need to miss due to illness or emergency.

Exams

Examinations will be in-person and on Canvas.

Exam 1 will be completed ***during lab*** on the date in the calendar of events. It is worth 10% of your grade and will consist of drawing and labelling an image of the brain. *You are not graded on drawing ability.* You will have no more than 20 minutes to complete the exam. Students requiring accommodation need to contact the instructor at least one week before the examination.

Exam 2 is the Lab Pin Test and is worth 30% of your grade. This will be held in person during your lab time as shown in the calendar of events. Human tissue brain samples and 3D printed brains will have pins (for human tissue) or stickers (for 3D printed brains) in various parts and students will be expected to name the structure. It will be a fill-in-the-blank test comprising about 60 structures selected. You will have no more than 30 minutes to complete the exam (30

seconds per item). Students requiring accommodation need to contact the instructor *at least two weeks before* the examination to arrange an alternative testing situation.

The final exams consist of two separate components. Each part is independent and scored separately from the other and worth 10% of your grade. Each part is taken on Canvas any time during finals week. The first exam covers material from the first half of the semester and the second exam covers material from the second half. The format and content of these exams are like the weekly quizzes. You will have one hour to take each part of the exam. Students requiring accommodation need to contact the instructor at least two weeks before the examination.

Assignment

The lab assignment is worth 10% of your final grade. There are two options for this.

Option 1

From a given list of regions/networks and/or disorders or dysfunctions, pick one region/network and write a 2- to 3-page paper on its general functions. Students must include a case example with a lesion to demonstrate how damage or dysfunction to the region and network affects behavior. A rubric and more details are available on Canvas. Submission will be online through Canvas.

1. Describe major components of the system/tract/network.
2. Describe specific function(s) of the structures and network.
3. Describe deficits or disorders associated with damage or dysfunction to the system. These could be lesions (e.g., stroke, pathology).
4. If relevant, provide a brief discussion of neurotransmitters of the system.
5. Make up your own or include a case example with presentation of symptoms, location of lesion/damage.

Option 2

Using a machine learning / AI tool (ChatGPT or similar), have the software generate about a 400-word summary of the anatomy, related behavior, and a clinical case associated with a brain region or network. You will provide a screenshot of your prompt and the initial output. Then go through and edit and/or comment on whether it is accurate or what could be added to improve it. You should expand the output to fulfill the 2- to 3-page requirement. Provide sufficient (typically every 1 – 3 sentences would be cited) peer-reviewed and other technical citations to support your critique of the output. *If the output has citations already, you must provide new ones with peer-reviewed research preferred*. Your submission should go in a Word or Google Docs file (converted to PDF is acceptable if the edits and all markups are visible):

1. Screenshot of your prompt
2. Screenshot of the output
3. Untouched text of the output
4. Text with your citations and comments added as tracked changes or with them otherwise noted (different color text or highlights)

Exam Policy

See the above description of course exams.

Policy Related to Make Up Exams or Other Late Work

Make-up exams or quizzes will be available with pre-arrangement or verification of illness from a physician.
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. There is a 5% late penalty per day without prior approval. Contact the instructor to arrange a make-up exam or quiz. These must be completed within one week of the due date, with instructor permission. If Canvas-based, contact the instructor to unlock the quiz so you can submit. Make-up exams will be held in-person at a time arranged by the student and instructor. Exam 2 follows a different timeline and procedure as described below.

Given the nature of Exam 2 (Pin Test), which consists of considerable set-up time by the instructor, make-up exams due to illness or documented emergency, will require special permission and arrangement from the instructor. The make-up exam must be conducted within two weeks of the original scheduled exam, barring extenuating circumstances. It will cover the same or similar structures to the main Pin Test but will be conducted as an in-person oral exam at a time arranged between the instructor and student.

Policy Related to Required Class Attendance

You are expected to attend lectures and labs. Attendance will not be taken but you will be at a ***significant disadvantage*** if you do not attend lectures and labs. This class follows 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

Grading

Requirement	Due date	% of final grade
Exam 1: Coronal Brain	Feb 2	10% of final grade
Exam 2: Lab Pin Test	Mar 2	30% of final grade
Final Exam A	Apr 25 – May 1	10% of final grade
Final Exam B	Apr 25 – May 1	10% of final grade
Weekly quizzes (12 total)	Apr 22	20% of final grade
Lab Kahoots (8 total)	Apr 20	10% of final grade
Lab Network Lesion Assignment	Apr 20	10% of final grade

Point system used

Points earned	**93-100**	**90-92**	**87-89**	**83-86**	**80-82**	**77-79**	**73-76**	**70-72**	**67-69**	**63-66**	**60-62**	**Below 60**
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

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

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior (Lab)

Preparation for Lab: ***It is your responsibility to bring nitrile or latex gloves for use in lab****. There will be some backup gloves available in limited quantities. Gloves can be purchased online or locally in bulk for a modest fee. If you have financial limitations that prevent you purchasing gloves, please talk with your instructor*. Some labs might have online material to review beforehand. This will be posted on Canvas.

Lab attire: Students must wear close-toed shoes (no sandals) and wear clothing that they are comfortable potentially getting splashes on. Please bring your gloves to class (they should not be reused). Wooden probes will be provided.

Respectful Handling of Donor Brains: Treat all anatomical specimens with the utmost respect. Disrespectful language, improper handling, or any behavior deemed inappropriate towards the donors is strictly prohibited. The use of cameras or any recording devices is not allowed in the laboratory at any time without prior instructor approval. If approval is given, images of tissue samples are used only for study. They should not be posted on any social media.

Use of laboratory materials: Neural specimens are very fragile and must be handled with care. Please minimize handling of the specimens. Specimens must not be allowed to dry out. Wet a paper towel with water to cover parts of specimens when out of the buckets for an extended period. Do not poke the specimen with a pencil or pen! Gently touch with a wooden probe.

Lab clean-up: Students are expected to clean up after themselves in lab and return all lab materials to their proper place. Students are not to remove atlases, models, specimens or other lab materials from the classroom.

Students not following these guidelines about appropriate behavior will have a discussion with the instructor. Continued non-compliance with the above policies will result in expulsion from the course with a failing grade and referral for further disciplinary actions.

Electronic Devices. Class and lab time involves interactive quizzes as an introduction to the weekly material and part of the learning experience. Students should bring a smartphone, tablet, or laptop device to class.

Communications Guidelines

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. You are expected to interact respectfully and courteously with other students and the instructor. Course communication should be civilized and respectful to everyone. The means of communication provided to you through eLearning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner.

Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the dean of students. Refer to the Netiquette Guide for Online Courses for more information.

Our class sessions may be audio-visually recorded for students in the class to refer to and for enrolled students unable to attend live. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
https://graduateschool.ufl.edu/work/handbook/

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

Policy Related to AI Use in This Course

Students may only use AI technologies in the completion of coursework as previously described (e.g., as an option for the final paper). It can also be used as a study tool. 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.

Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. Again, **the use of AI on assignments, essays/reflection papers, exams, and quizzes outside what has been described is prohibited and is considered cheating**; 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

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: https://phhp.ufl.edu/policy-classroom-guests-of-students/

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
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources, which are listed here: https://counseling.ufl.edu/services/crisis/

Students can learn more about UPTurn and request an appointment here: https://phhp.ufl.edu/student-resources/upturn-wellness-program/
Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- **U Matter We Care** website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the U Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
    - **Alachua County Crisis Center:** (352) 264-6789, http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx
    - **University Police Department**: https://police.ufl.edu or call 352-392-1111 (or 9-1-1 for emergencies)
    - **UF Health Shands Emergency Room/Trauma Center**: For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; https://ufhealth.org/emergency-room-trauma-center

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."

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.