

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6000: Epidemiology Methods I (3 hours)**

Spring: 2026

Delivery Format: Online & On-campus

Course Website or E-Learning (*see UF e-Learning site*)

---

Instructor Name:	Drew A. Westmoreland, MSPH, PhD
Room Number:	CTRB #4234
Phone Number:	(352) 273-5468
Email Address:	westmorelanddrew@ufl.edu
Office Hours:	Zoom office hours, Thursdays 4:00 – 5:00PM In-person office hours, by appointment
Teaching Assistants:	<i>[Name, Office Location, Phone, and Email TBD]</i>
Preferred Course Communications:	Email is the preferred mode of communication. Please use the email function in the e-Learning course website with “PHC 6000” in the subject line.

### Prerequisites

PHC 6001 and PHC 6052, OR PHC 6740 and PHC 6741-L, or permission from the instructor.

---

## PURPOSE AND OUTCOME

### Course Overview

This course extends concepts of the basic principles of epidemiology, conducting an in-depth examination of the theory of epidemiology and its application to epidemiologic research from problem conceptualization, study design, research conduct, to interpretation of study findings.

### Relation to Program Outcomes

This course meets the following professional competencies:

1. Evaluate scientific literature and synthesize the outcomes across studies, balancing limitations, and contributions of each study to identify the current status of evidence and meaningful gaps research.
2. Select an appropriate study design (basic to advanced) for a specific problem, as well as to articulate scientific and practical strengths and limitations of different designs.
3. Design a study by applying sound research methodology, including strategies aimed at minimizing measurement and selection/sampling bias and confounding effects.
4. Articulate research questions that advance scientific knowledge.
5. Interpret measures (e.g., frequency, disease burden, association, public health impact) and results from epidemiologic studies and draw appropriate inferences.

### Course Objectives and/or Goals

Upon successful completion of this course, students should be able to:

1. Critically appraise published research studies,
2. Calculate and interpret basic epidemiologic measures,
3. Select and apply appropriate study designs to answer specific scientific questions,
4. Design research studies integrating principles of causal inference,
5. Explain the role of random error and bias in study internal and external validity,

6. Integrate and interpret epidemiologic evidence from multiple studies, and
7. Communicate epidemiologic methods in writing and verbally.

### **Instructional Methods**

These instructional methods will be used throughout the course:

1. Online Lectures: Lectures will be posted to the UF e-Learning website related to each course topic in designated weekly modules.
2. Readings and Resources: Readings and resources will be posted to the e-Learning website in designated weekly modules. Readings will primarily focus on the two textbooks assigned for the course. Supplemental resources will be posted on an as-needed basis.
3. Group Engagement: Opportunities for peer-to-peer learning will be offered during the in-person class sessions and guided by the instructional team.
4. Assessments: Students will be graded on the baseline assessment, in-class activities, out-of-class quizzes, and two research proposals.

### **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 students maximize learning. Knowledge content that the instructor would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This focuses face-to-face teaching on course activities designed to help students 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 completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the 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

Week/Date	Topic	Online Lectures	Readings/Resources	In-Class Activities	Assessments*
1. 01/14/2026	Course Introduction	<i>Module 1 Lectures:</i> 1.1 Syllabus Review 1.2 Responsible Conduct of Research		Introductions  Syllabus and RCR Q&A Session	
2. 01/21/2026	Causal Inference	<i>Module 2 Lectures:</i> 1.1 Causal Models 1.2 Process of Scientific Inference	<i>Required Readings:</i> Epidemiology, Chapter 3, pgs. 30-44 Modern Epidemiology, Chapter 3, pgs. 33-37  <i>Recommended Readings:</i> Modern Epidemiology, Chapters 2 & 3, pgs. 17-48	Causal Inference Q&A Session  In-Class Activity #1	1. Baseline Assessment, due 01/23/2026 by 11:59PM  2. In-Class Activity #1, due 01/23/2026 by 11:59PM
3. 01/28/2026	Measures of Disease Frequency and Association	<i>Module 3 Lectures:</i> 1.1 Mathematical Review 1.2 Prevalence and Incidence 1.3 Measures of effect/association	<i>Required Readings:</i> Epidemiology, Chapter 4, pgs. 45-74  <i>Recommended Reading:</i> Modern Epidemiology, Chapter 4, pgs. 54-57 “Types of Populations”; Chapter 4, pgs. 71-74 “Limitations and Generalizations of Basic Occurrence Measures”	Measures Q&A Session  In-Class Activity #2	1. In-Class Activity #2, due 01/30/2026 by 11:59PM
4. 02/04/2026	Introduction to Study Designs and Experimental Studies	<i>Module 4 Lectures:</i> 1.1 Study Design Overview and Research Questions 1.2 Experimental Studies	<i>Required Reading:</i> Epidemiology, Chapter 12, pgs. 238-244 Modern Epidemiology, Chapter 6, pgs. 106-113	Causal Inference Q&A Session  In-Class Activity #3	1. In-Class Activity #3, due 02/06/2026 by 11:59PM  2. Quiz #1, due 02/06/2026 by 11:59PM
5. 02/11/2026	Cohort Studies	<i>Module 5 Lecture:</i> 1.1 Cohort Studies	<i>Required Readings:</i> Epidemiology, Chapter 5, pgs. 75-94	Cohort Studies Q&A Session  In-Class Activity #4  Review of Quiz #1	1. In-Class Activity #4, due 02/13/2026 by 11:59PM  2. Research Question & Background Proposal Sections, due 02/13/2026 by 11:59PM

Week/Date	Topic	Online Lectures	Readings/Resources	In-Class Activities	Assessments*
6. 02/18/2026	Case-control Studies	<i>Module 6 Lecture:</i> 1.1 Case-control Studies	<i>Required Readings:</i> Epidemiology, Chapter 5, pgs. 94-108, 112-113 Modern Epidemiology, Chapter 8, pgs. 167-168 "Can a Person Be Selected Both as a Case and as a Control?"; pgs. 173-181	Case-control Studies Q&A Session  In-Class Activity #5  Midterm Review	1. In-Class Activity #5, due 02/20/2026 by 11:59PM
7. 02/25/2026	Cross-sectional and Ecological Studies	<i>Module 7 Lectures:</i> 1.1 Cross-sectional studies 1.2 Ecological studies	<i>Required Readings:</i> Epidemiology, Chapter 5, pgs. 109-110 Modern Epidemiology, Chapter 6, pgs. 117-121	Cross-sectional & Ecological Studies Q&A Session  In-Class Activity #6	1. In-Class Activity #6, due 02/27/2026 by 11:59PM
8. 03/04/2026	Selection and Information Bias	<i>Module 8 Lectures:</i> 1.1 Selection bias 1.2 Information bias	<i>Required Readings:</i> Epidemiology, Chapter 6, pgs. 116-124 Modern Epidemiology, Chapter 13, pgs. 287-299; Chapter 14, pgs. 315-321, 327-330  <i>Recommended Readings:</i> Modern Epidemiology, Chapter 14, pgs. 321-327	Bias Q&A Session  In-Class Activity #7	1. In-Class Activity #7, due 03/06/2026 by 11:59PM  2. Quiz #2, due 03/06/2026 by 11:59PM
9. 03/11/2026	Confounding	<i>Module 9 Lecture:</i> 1.1 Confounding	<i>Required Readings:</i> Epidemiology, Chapter 6, pgs. 124-140  <i>Recommended Readings:</i> Modern Epidemiology, Chapter 12, pgs. 276-281 "Simple Bias Analysis for Unmeasured Confounding"	Confounding Q&A Session  In-Class Activity #8  Review of Quiz #2	1. In-Class Activity #8, due 03/13/2026 by 11:59PM
<b>SPRING BREAK</b> 03/14/2026 – 03/21/2026					
10. 03/25/2026	DAGS	<i>Module 10 Lecture:</i> 1.1 DAGs	<i>Required Readings:</i> Modern Epidemiology, Chapter 3, pgs. 38-42; Chapter 12, pgs. 264-268	DAGS Q&A Session  In-Class Activity #9	1. In-Class Activity #9, due 03/27/2026 by 11:59PM  2. Study Design & Sampling Proposal Sections, due 03/27/2026 by 11:59PM

<b>Week/Date</b>	<b>Topic</b>	<b>Online Lectures</b>	<b>Readings/Resources</b>	<b>In-Class Activities</b>	<b>Assessments*</b>
11. 04/01/2026	Data Analysis	<i>Module 11 Lecture:</i> 1.1 Point estimates and confidence intervals	<i>Required Readings:</i> Epidemiology, Chapters 7 & 8, pgs. 141-170	Data Analysis Q&A Session  In-Class Activity #10	1. In-Class Activity #10, due 04/03/2026 by 11:59PM
12. 04/08/2026	Standardization and Effect Measure Modification	<i>Module 12 Lectures:</i> 1.1 Standardization 1.2 Effect measure modification	<i>Required Readings:</i> Epidemiology, Chapter 9, pgs. 171-192; Chapter 11, pgs. 217-228 Modern Epidemiology, Chapter 18, pg. 416 "Heterogeneity Versus Confounding"	Standardization Q&A Session  In-Class Activity #11	1. In-Class Activity #11, due 04/10/2026 by 11:59PM
13. 04/15/2026	Material Review	<i>Module 13 Lectures:</i> 1.1 Material review	None	Material Review Q&A	1. Quiz #3, due 04/17/2026 by 11:59PM
14. 04/22/2026	Research Proposals	None	None	Research Proposal Q&A Session	<b>1. FINAL PROPOSALS DUE 04/22/2026 by 11:59PM</b>
<i>*Unless otherwise stated, all assignments should be uploaded to their respective assignment links on the e-Learning website</i>					

## Course Materials and Technology

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). Course materials—other than the textbook—will be provided through the course website.

The required textbooks for the course are:

1. Rothman, K. J., Huybrechts, K. F., & Murray, E. J. (2024). *Epidemiology: An Introduction*, Third Edition. Oxford University Press. ISBN: 9780197751541.
  - a. This book is available for purchase only.
2. Lash, T.L., VanderWeele, T.J., Haneuse, S., & Rothman, K.J. (2020). *Modern Epidemiology*, Fourth Edition. Lippincott Williams & Wilkins. ISBN: 978-1-45-119328-2.
  - a. This book is available online through UF Libraries.

Technology needed for the course include:

- Laptop/computer access with internet access to connect to e-Learning website. The laptop configuration should include:
  - Webcam
  - Microphone
  - Microsoft Office Suite installed (provided by UF)
  - Google Chrome browser
- Non-programmable calculator (e.g., Texas Instruments TI-30X IIS) – can be purchased at a local retailer for approximately \$15

Honorlock:

This course uses Honorlock for online quiz proctoring to ensure academic integrity. Honorlock is a secure, browser-based system that monitors your testing environment using your webcam, microphone, and screen recording allowing students to take quizzes on-demand 24/7. Students will need a laptop or desktop computer with a webcam and microphone which can either be integrated or external USB devices. Honorlock requires the use of Google Chrome browser with the added Honorlock extension to Chrome. For additional resources and more information about Honorlock, please see:

- [UF Online Proctoring Student Resources](#) (this link provides access to 24/7 student support)
- [UF Honorlock Student Guide](#)
- [Honorlock Student Exam Preparation Information](#)

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

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

---

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

*Baseline Assessment:*

The baseline assessment is an individual assignment that students will complete on their own during the first week of class. The purpose of the baseline assessment is to identify knowledge and skill areas that may need to be

strengthened in order to do well in the class. This assessment will be completed on the e-Learning course website. Students will receive feedback on the baseline assessment to let them know which questions they answered correctly or incorrectly; however, this assessment will be graded based on completion only. To receive all 10 points, students must successfully submit the online baseline assessment by the due date listed in the course schedule.

*In-class Activities:*

In-class activities will be individual or group-based assignments designed to provide practice working with the material covered that week. In-class activities will give students the opportunity to work through different problem sets with the instructional team available for assistance. To get credit for completing the activities, students will submit their final answers on the e-Learning website in the appropriate assignment by the due dates listed in the course schedule. In-class activities will be graded for correct answers with feedback will be provided in the course e-Learning website. There will be a total of 11 in-class activities worth 5 points each. Only the top 10 grades for the in-class activities will count toward the 50-point total (i.e., the lowest and/or missing in-class activity will be dropped).

*Out-of-class Quizzes:*

There will be three, out-of-class quizzes for the course to assess individual depth of understanding of the material. Each quiz will assess information presented in the weeks prior and is non-cumulative. Quizzes should be completed individually. All quizzes will be administered via the e-Learning website and must be submitted by the due date listed in the course schedule. To complete these quizzes, you are allowed to use your class notes (printed or handwritten), class textbook (Rothman et al. 2024 needed only), and a non-programmable calculator. You are not permitted to use digital files, websites, classmates/peers, cell/mobile phones, graphing calculators, or any other technology (e.g., artificial intelligence programs) outside of that needed to submit the quiz. The use of scratch paper is allowed. Quizzes will be graded for correctness and feedback will be provided in the course e-Learning website.

In this course, quizzes will use Honorlock to ensure academic integrity (please see information above).

*Research Proposals:*

During the class, students will craft an original research question and design two research studies (cohort and case-control) to answer this question.

The first assignment submission will be the “**Background and Research Question.**” This will be a 750-word (maximum) document that will introduce the topic of the research proposal, provide a brief review of the existing literature, and identify the knowledge gap that the research proposal will fill. Students will also clearly articulate the research question/aim that will be addressed in their proposals. A grading rubric for this assignment will be provided to students via the e-Learning website. Students will submit their “Background and Research Question” via the assignment portal in the e-Learning website by the due date listed in the course schedule.

The second assignment submission will be the “**Study Design & Sampling Proposal**” sections. Students will write **two separate** documents detailing the study design and sampling strategies for (1) a cohort study and (2) a case-control study that will answer the research question. These new sections (i.e., not inclusive of the “Background and Research Question”) will be 1,000 words (maximum) per study design. Students are expected to modify their research questions/aims, as needed, based on the feedback provided on the “Background and Research Question” section and include this information in these second stage submissions. This new “Study Design & Sampling” section will provide details on study population, inclusion/exclusion criteria, sampling strategies, study timeline, data collection methods (e.g., survey, medical record), data collection measures (e.g., validated scales), and data collection frequency. A grading rubric for this assignment will be provided to students via the e-Learning website. Students will submit **both** of their “Study Design & Sampling Proposal Sections” documents via the assignment portal in the e-Learning website by the due date listed in the course schedule.

Finally, a third assignment will be the “**Final Research Proposal**” due at the end of the semester. At the end of the semester, students will submit **two research proposals**, one cohort and one case-control, that are a culmination of the

proposal work conducted during the semester. Students are expected to modify their previous submissions based on instructor feedback and include these updated sections in the final proposals. Each document, inclusive of prior submitted sections, should be a maximum of 2,500 words. For this final submission, students will continue to develop their two separate research proposals including a data analytic plan, sample (hypothetical) data, appropriate calculations for measures of association, interpretation of findings, and a brief conclusion highlighting the implications of the project. A grading rubric for this assignment will be provided to students via the e-Learning website. Students will submit **both** of their “Final Research Proposals” documents via the assignment portal in the e-Learning website by the due date listed in the course schedule.

Formatting for all proposal submissions will be:

- Normal, 1.0” margins
- Arial or Times New Roman font, 11-12pt
- Double-spaced
- Include your name, course number, and title of the proposal in the header of each document
- Insert page numbers in the footer of each document

Documents must be submitted as .doc or .docx files **only** on the e-Learning website in the appropriate assignment portal.

### Grading

Requirement	Due date	Total Points (% of final grade)
Baseline Assessment	<i>See course schedule and assessment descriptions</i>	10 points (4%)
In-Class Activities		50 points (20%)
Out-of-Class Quizzes		90 points (36%)
Cohort Research Proposal		50 points (20%)
Case-Control Research Proposal		50 points (20%)
<b>Total</b>		<b>250 points (100%)</b>

Point system used:

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

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:  
<https://gradcatalog.ufl.edu/graduate/regulations/#Grades>

### **Exam Policy**

There are no formal exams for this course.

### **Policy Related to Make Up Exams or Other Late Work**

It is my intent that all assessments will be turned in on time (see dates on course schedule). Assessments may not be submitted late except in the case of circumstances that meet the criteria of the University of Florida policy for an excused absence. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar [website](#) for additional details. Please reach out to the instructor as soon as possible if circumstances arise where you need to be absent or submit late work. If adjustments are necessary, we will work together to develop alternative plans that support your success in this course and overall well-being. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit. If an absence for one of the above reasons results in missing an exam or quiz, contact the instructor to arrange a make-up exam or quiz, which will typically take place within one week of the due date.

The general policy for late work is that your final assessment points will be reduced by 10% a day (starting immediately after the missed deadline). This penalty can be waived with instructor discretion.

Any requests for late-submissions due to technical issues should be accompanied by the ticket number received from e-Learning when the problem was reported to them. The ticket number will document the time and date of the problem. Please e-mail your instructor within 24 hours of the technical difficulty if you wish to submit late assessments.

### **Course Policy Related to Required Class Attendance**

Students are expected to attend and participate in all classes. Attending and participating in all classes is the best way to ensure successful completion of the course. As a professional courtesy, please inform the instructor in advance if you are unable to attend a class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

### **Policy Related to AI Use in This Course**

The permission to use AI assistive technology in this course will vary based on assessment (see below). The instructional team may adjust limitations and allowances on AI assistive technology use that will be communicated to students sufficiently in advance of the assignment due date.

*Baseline assessment, in-class activities, and out-of-class quizzes:*

All work submitted for these assessments must be the students' own work. Any use of generative AI tools, such as ChatGPT or Microsoft Copilot, on these assessments is prohibited. Assessments in this class have been designed to challenge students to develop critical-thinking, problem-solving, and epidemiologic skills. Using AI technology will limit students' capacity to develop these skills and to meet the learning objectives of this course. **The use of AI when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 [Student Honor Code](#) and [Student Conduct Code](#).

*Research proposal:*

Students are permitted to use AI-based tools, such as ChatGPT or Microsoft Copilot, to assist them with their research proposals. The use of these tools is limited to,

- 1) Creating initial summaries of research topics to aid in proposal topic generation;
- 2) Editing (including grammar, spelling, and style checks); or
- 3) Creating and managing citation lists;

**Students may not use AI-based tools to write, in part or whole, their research proposals.** This must still be the student's original work.

All sources, including AI assistive technology, must be properly cited. If you choose to use AI assistive technology, you must include an acknowledgement statement detailing how these tools were used in the proposal preparation. The acknowledgement statement must include the following information: AI assistive technology, software, or program name; version number; publisher; year; access date; URL; and the prompt text. **Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct.**

Please note that AI results can be dated, biased, and inaccurate. Students assume full responsibility for all content, including errors and omissions. It is up to the student to ensure that the information they are using from AI is up-to-date, accurate, and attributed to the proper sources. Students are also responsible for ensuring that AI-based tools do not violate any copyright or intellectual property laws. 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 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, students should 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. Students are also reminded that they should always review the terms and conditions of any third-party software used (e.g., proof-reading tools) to ensure that any data they are provided with is appropriately protected.

Assistive technology authorized as part of an accommodation for a disability is always permitted.

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](#)

## ACADEMIC POLICIES & RESOURCES

There are expectations for students regarding unauthorized sharing of course materials and academic integrity. Please find these and other University academic policies and resources at: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

The classroom role of both instructors and students involves demonstrating attitudes, values, and behaviors consistent with public health professional standards. In the classroom, an environment conducive to learning is fostered through mutual respect among students and the instructional team. Behavior that jeopardizes that environment is inconsistent with professionalism and will not be tolerated. To ensure a focused learning environment, students are asked to limit excessive use of cellular/mobile phones during class. Students are also asked to refrain from using laptops, tablets, etc. to surf the web and/or any other activities not related to course during class time.

## Communications Guidelines

Email is the preferred mode of communication for the course. Please use the email function within the e-Learning website selecting the desired recipient(s)—instructor and/or TAs. Emails sent prior to 5:00PM on business days (Monday through Friday) will receive a response within 2-3 business days of receipt. If you do not receive a response within this timeframe, this was an oversight, and we ask that you resend your message to the intended recipient(s). In all correspondence related to this course, type “PHC 6000” in the subject line of your message followed by your more specific message in the body of the email. This will assist with identifying messages related to the course and facilitate timely feedback.

Other communication methods provided by the e-Learning website can be used to facilitate collaborations and communication between students (e.g., threaded discussions, chats) though these communication methods will not be regularly monitored by the instructor nor TAs. Students are expected to use respectful and appropriate language in all posts or other communications using the e-Learning website sent to or shared with other students and instructors.

Inquiries related to individual grades or grading—including individual assessment grades—should be discussed on a one-to-one basis during scheduled office hours or by making an appointment with the instructor.

Respectful and professional communication is essential for fostering a positive and productive learning environment. This applies to all interactions within the course, whether they occur in-person, via email, or through the e-Learning website.

Expectations for respectful communication and interaction include:

- Address the instructors and other students as they prefer to be addressed.
- Actively listen: When others are talking, be present and attentive.
- Follow the WAIT (Why Am I Talking?) concept: To ensure that everyone has a chance to contribute or ask questions in class, make sure that your comments and questions are on topic and that you do not interrupt other speakers. Try to avoid monopolizing discussions or answering all posed questions. Questions or comments that are very specific can be reserved for individual appointments or office hours.
- Keep an open mind: Acknowledge and inquire about the perspectives of others. Share your perspectives and listen to the perspectives of others. Respond thoughtfully when engaging with others.
- Be mindful of your verbal and nonverbal cues: Consider how your tone and volume might be interpreted by others. Also consider what message nonverbal cues (eye contact, posture, gestures, facial expressions, eye rolls) send.
- Keep your comments kind.

Disrespectful language (e.g., name-calling, insults, or offensive remarks) and behavior (e.g., shouting, hostile gestures, or other aggressive/confrontational behavior) will not be tolerated. Any instances of this will result in removal from class without warning.

Additional information about professional etiquette guidelines can be found here:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

## PHP Student Resources

PHP’s UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHP 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](mailto:upturn@phhp.ufl.edu) or (352) 273-6850.

---

### **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."

---