

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PSY 4930: Neuroimaging Applications and Analyses with Lab (3 credits)**

Spring: 2026

Delivery Format: On-Campus/Remote

Course Website: Canvas

Instructor Name: Jared Tanner, Ph.D.

Room Number: HPNP G307

Phone Number: 352-273-5828

Email Address: [jjtanner@ufl.edu](mailto:jjtanner@ufl.edu)

Office Hours: Thursday 1-3 scheduled via

<https://outlook.office365.com/book/TannerOfficeHours@uflorida.onmicrosoft.com/>

Teaching Assistants: None

Preferred Course Communications: Email

### **Prerequisites**

Undergraduate students: PSY2012 or instructor permission.

## **PURPOSE AND OUTCOME**

### **Course Overview**

This is an applied and practical introduction to tools for structural and functional brain MRI analysis. The course includes limited topical and practical lectures and in-class labs to help students become comfortable with command line interfaces, HiPerGator, and commonly used structural and functional MRI tools, including FreeSurfer, FSL, and CONN.

### **Relation to Program Outcomes**

The course provides clinically and research relevant neuroimaging analysis experience. This will give undergraduate students skills to understand and support MRI-based research.

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

By the end of the course, students will be able to —

1. Apply core command-line and scripting skills to execute standard MRI preprocessing workflows on a high-performance cluster (HiPerGator). *Bloom level: Apply*
2. Analyze structural and resting-state MRI data with mainstream software and accurately interpret fundamental statistical outputs. *Bloom level: Analyze*
3. Design and communicate a substantive final project—such as a critical literature review, step-by-step software tutorial, automated processing script, or small-scale data analysis—that integrates clinical application of neuroimaging methods, evaluates tool validity, and presents findings clearly to a technical audience. *Bloom level: Create / Evaluate*

### **Instructional Methods**

The course consists of limited lectures with hands-on synchronous and asynchronous lab time. The lab portion is provided through a series of modules on Canvas. Students are encouraged to read through the Modules on Canvas and regularly visit the GitHub site for the class: <https://github.com/tannerjared/Neuroimaging-Course/wiki/Neuroimaging-Course-Home>

The course may be completed asynchronously if desired. That means that while class attendance is not required, students are strongly encouraged to participate in class discussions. In-person class time will be devoted to discussing current research that uses the neuroimaging methods we cover and to troubleshooting specific problems. Class

meetings follow a **blended-learning** format: attend for advanced discussion of the applications of neuroimaging, when you need targeted help, and to collaborate with peers. In-class time is highly valuable for understanding the theories and applications of neuroimaging.

### Blended Learning

*What is blended learning and why is it important?*

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

*What is expected of you?*

You are expected to 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

### CRITICAL DATES

- Block 1 assignments due without late penalty by **February 28/29**.
- Final project topic is due **March 3**.
- Block 2 assignments due without late penalty by **April 21**.
- Final paper/project is due **April 28 at 11:59 PM**.

All assignments are described in the Canvas course and submitted through Canvas. Assignments are applications of information covered in class. They are typically assigned weekly and are due the following week. For example, if class is held Tuesday, assignments will be given that day with the due date the following Tuesday. In some cases, the class topic will span multiple weeks; thus, the assignment will be due more than one week after the assignment. All due dates are specified in the Canvas course.

Assignments are each worth 10 points. There is no late penalty if they are completed within the set block of time as described in the Course Schedule and later in the syllabus. Students are *strongly encouraged* to not fall behind on assignments as several build on previous ones.

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Assignment(s)	Readings
<b>Start of Block 1</b>				
1	Jan 13	MRI intro and common clinical and research sequences with a dash of neuroanatomy	Write a 1-page summary (can be technical or for a lay audience) of a single type of neuroimaging modality	The Imaged Brain chapter from <i>Ward, J. (2015). The Student's Guide to Cognitive Neuroscience (3rd ed.)</i> . Psychology Press is available on Canvas.

Week	Date(s)	Topic(s)	Assignment(s)	Readings
2	Jan 20	Intro to the command line, basic scripting, HiPerGator, and containers	Write working Bash/HiPerGator submission script  Complete HiPerGator New User Training	<a href="#">Tanner, Command Line Introduction</a>  HiPerGator User Training <a href="https://docs.rc.ufl.edu/training/new_user_training/">https://docs.rc.ufl.edu/training/new_user_training/</a>
3	Jan 27	BIDs, FreeSurfer processing, and survey of FreeSurfer tools	Organize two MRIs into BIDs Format  Process two T1 images using FreeSurfer	Poldrack, R. A., Markiewicz, C. J., Appelhoff, S., Ashar, Y. K., Auer, T., Baillet, S., ... & Gorgolewski, K. J. (2024). The past, present, and future of the brain imaging data structure (BIDS). <i>Imaging Neuroscience</i> , 2, 1-19.  <a href="#">Jahn, FreeSurfer Basic Terms</a>  <a href="#">Tanner, FreeSurfer on HiPerGator</a>
4	Feb 3	MRI and FreeSurfer quality control using FSQC and CAT12	Process and quality assess two brains  Create file for 3D printing	<a href="#">Jahn, CAT12 Preprocessing and QA</a>  <a href="#">Tanner, MRI Quality Assessment</a>
5	Feb 10	FreeSurfer analyses – Group Cortex GLM Assignment	GLM statistical analysis assignment	Couvy-Duchesne, B., Frouin, V., Bouteloup, V., Koussis, N., Sidorenko, J., Jiang, J., ... & MEMENTO cohort Study Group. (2025). Grey-Matter Structure Markers of Alzheimer's Disease, Alzheimer's Conversion, Functioning and Cognition: A Meta-Analysis Across 11 Cohorts. <i>Human Brain Mapping</i> , 46(2), e70089.  <a href="#">Jahn, FreeSurfer Group Analysis</a>  <a href="#">Jahn, FreeSufer FSGD File</a>  <a href="#">Tanner, FreeSurfer GLM</a>
6	Feb 17	Survey of FSL structural tools (bet, flirt, fsleyes, fast, first, and more)	BET, FLIRT, FNIRT, FAST, and FIRST (fsl_anat)	Jenkinson, M., Beckmann, C. F., Behrens, T. E., Woolrich, M. W., & Smith, S. M. (2012). FSL. <i>NeuroImage</i> , 62(2), 782–790. <a href="https://doi.org/10.1016/j.neuroimage.2011.09.015">https://doi.org/10.1016/j.neuroimage.2011.09.015</a>
7	Feb 24	FSL tools continued		<a href="#">Tanner, FSL Anat</a>

**Block 1 Assignments Due Without Penalty by February 28/29 at 11:59 PM.** While assignments should be turned in one week after assigned, there are no late penalties if Block 1 assignments are submitted before the end of February. After that, two points (from a total of 10) will be taken off the assignment grade each week the assignment is late, counting from the end of February.

**Start of Block 2**

Week	Date(s)	Topic(s)	Assignment(s)	Readings
8	Mar 3	Voxel based morphometry	CAT12 VBM assignment  <b>Final project topic due!</b>	Gaser, C., Dahnke, R., Thompson, P. M., Kurth, F., Luders, E., & Alzheimer's Disease Neuroimaging Initiative. (2024). CAT: a computational anatomy toolbox for the analysis of structural MRI data. <i>Gigascience</i> , 13, giae049.  <a href="#">Jahn, Overview of CAT12</a>  <a href="#">Tanner, CAT12 VBM</a>
9	Mar 10	Containers for Brain Age	Calculate the predicted age of an MRI using pynet and DeepBrainNet	Tanner, Jared J., et al. "More than chronic pain: behavioural and psychosocial protective factors predict lower brain age in adults with/at risk of knee osteoarthritis over two years." <i>Brain Communications</i> 7.5 (2025): fcaf344.  <a href="#">Tanner, Brain Age</a>
10	Mar 24	Resting state functional connectivity in SPM/CONN	fMRIPrep and CONN assignment	<a href="#">Jahn, CONN Introduction</a>
11	Mar 31	rsfMRI continued		<a href="#">Jahn, History of Functional Connectivity</a>  <a href="#">Jahn, Functional Connectivity Demonstration</a>
12	Apr 7	rsfMRI continued		<a href="#">Tanner, Resting State fMRI with CONN</a>
13	Apr 14	Diffusion processing (MRTrix and FSL)	Diffusion processing assignment	<a href="#">Jahn, Introduction to MRTrix</a>  <a href="#">Tanner, Diffusion Imaging</a>
14	Apr 21	Course wrap-up		Mickle, A. M., Tanner, J. J., Holmes III, U., Rashid, A., Barolette, O., Addison, B., ... & Sibille, K. T. (2025). Applying evidence-based cross-disciplinary concepts helps to explain the heterogeneity in pain, function, and biological measures in individuals with knee pain with/at risk of osteoarthritis. <i>Pain Reports</i> , 10(1), e1225.
<b>Block 2 Assignments Due Without Penalty by April 21 at 11:59 PM.</b> Five points will be taken off the assignment grade if turned in after this date but before the final project is due. Any assignments not completed by April 28 at 11:59 PM will be counted as missing.				
15	Apr 28	No class	<b>Final project due by April 28 at 11:59 PM</b>	

### Course Materials and Technology

The syllabus and assigned readings are available on the course website (Canvas). Readings will consist of articles or image processing guides selected by the course instructor. Many of the reading materials are available on the instructor's GitHub site for the class: <https://github.com/tannerjared/Neuroimaging-Course/wiki/Neuroimaging-Course-Home>. Communication will be through Canvas. Please check Canvas regularly for updates.

The content of the course includes assigned readings, lectures, videos, and practicals. All material will be available in a series of Canvas Modules. Lecture videos will be posted in advance.

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

## HARDWARE

A laptop is required and must be brought to class if you need any assistance with assignments. A tablet could also work but is more challenging. If you have a Mac, you are ready to attend class. We do most of our work through a web browser but if you have a Windows-based computer, it might be helpful to install MobaXterm (<https://mobaxterm.mobatek.net/>) or a similar command line environment, although that is not required.

We will utilize HiPerGator for all analyses. HiPerGator access will be provided for the semester.

## SOFTWARE

All software is free and available on HiPerGator. It is recommended that students download and install the free Visual Studio Code for editing scripts: <https://code.visualstudio.com/download>

Having rudimentary knowledge of the command line and Bash is part of what we learn in this course. There are many great tutorials and videos online to get started. For example: <https://ryanstutorials.net/linuxtutorial/>

## ADDITIONAL RESOURCES:

Class-related GitHub: [https://github.com/neured/MRI\\_Guide/wiki](https://github.com/neured/MRI_Guide/wiki)

FreeSurfer tutorials: <http://surfer.nmr.mgh.harvard.edu/fswiki/FsTutorial/Sept2015>

FSL tutorials: <http://fsl.fmrib.ox.ac.uk/fslcourse/>

CONN documentation and tutorials: <https://sites.google.com/view/conn/>

SPM documentation and tutorials: <http://www.fil.ion.ucl.ac.uk/spm/doc/>;  
<http://www.fil.ion.ucl.ac.uk/spm/course/video/>

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/>

## 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

Assignments are practical applications of information covered in class. They are assigned during the first class period of a new topic and are due before the start of class the following week. For example, if class is held Tuesday, assignments will be given that day with the due date the following Tuesday. In some cases, the assignment will cover more than one week and thus be due more than one week after assignment.

Assignments are each worth 10 points. While they are typically due one week after assigned, there is no late penalty if they are completed within the set block of time as described. The first set of assignments as described in the weekly schedule are Block 1. **Block 1 assignments are due without penalty by February 28/29 at 11:59 PM.** Two points will be

taken off the assignment grade each week the assignment is late, counting from the end of February. The second set of assignments as described in the weekly schedule are part of Block 2. **Block 2 assignments are due without penalty by April 21 at 11:59 PM.** Five points will be taken off the assignment grade if turned in after this date. **No assignments will be accepted after April 28 at 11:59 PM.**

All assignments are submitted through Canvas.

### Use of AI and Online Materials

Given the collaborative nature of neuroimaging analyses, your work for the course should draw on reputable resources (software listservs, documentation, and the wider internet). “AI” large-language-model (LLM) assistants such as ChatGPT are permitted for scripting-based assignments. They are particularly encouraged to help understand errors in code and to provide a description of what your code is doing. When used deliberately, they can:

1. Accelerate troubleshooting by generating alternative code and pinpointing likely sources of error.
2. Deepen understanding of neuroimaging concepts through plain-language explanations of unfamiliar functions, parameters, and statistical concepts.
3. Improve coding style and reproducibility by suggesting clearer variable names, provide comments about the code, and increase efficiency of workflows.

**Remember that LLM output is only reliable when you validate the output.** You are responsible for running, interpreting, and, when necessary, correcting any code it produces. This means you need to know what the code should do, what it is doing, and what the output should look like. Thoughtful use of LLMs should therefore complement – not replace – your own problem-solving and critical-thinking practice.

AI tools **should not be used for writing papers**, although proofreading or outlining use is acceptable.

The following steps will be taken if AI authorship on papers is suspected:

1. **Instructor conference.** You will be asked to meet, explain your writing process, and (if requested) provide draft materials or revision history.
2. **Opportunity to remedy.** At the instructor’s discretion you may:
  - a. rewrite the assignment from scratch under supervision,
  - b. submit an annotated version attributing any AI-assisted passages, or
  - c. complete an alternative assessment of equivalent scope.

Failure to demonstrate independent authorship can result in a reduced grade or a zero on the assignment and referral to the university’s academic-integrity office for further action (which may include failure of the course).

This policy protects both your learning and the integrity of the scholarly record; please consult the instructor before using any AI tool in ways that might raise questions about authorship.

### FINAL PROJECT

The final project **must receive approval before starting.** Your final project **can be done independently or as a small group (no more than 4 students).** **You can use all appropriate resources, but your instructor will not assist with this assignment.** If opting for a group project, grading will be based on individual contributions to the project using confidential peer evaluations.

### CHOOSE ONE OF THE FOLLOWING:

- 5-page review paper on one of the following: 1) imaging modality (i.e., type of scan) with utility for research or clinical applications (this could also be targeted towards a clinical population), or 2) applications and utility of one neuroimaging tool (e.g., FreeSurfer) with a discussion of some of the major results found using the tool. If there are not many results yet (i.e., it is a new tool), you could offer a discussion of potential applications of the tool. A discussion of its validity should also be included.

- A comprehensive step-by-step tutorial with screenshots for one MRI software tool where you cover installation, processing, troubleshooting, and quality control. This should not be just a copy of what's available online, although online tutorials might serve as a guide and foundation. If it is a tool where there are clear and substantial online guides, your instructions need to be substantively different. Make the guide clear enough that someone with zero processing experience could follow it.

Other options. These are not recommended but are offered as options for students who want an extra challenge.

- Write a **working** bash, python, or other language script using multiple neuroimaging tools. The script should include comments that explain what each step is doing and why you are doing it (meaning what is the goal of the step, what you expect to have as an output, and what file or files will be created by the step). This ideally should be a script you could or would use with data. If you have lab data or an idea to process publicly available data, this will be most useful. The script must be a minimum of 150 lines, including comments and whitespace as needed. The goal behind the length of the script is to automate or semi-automate processing you might do for a project. You will need to demonstrate that the script works as expected without any errors. When submitting you will **submit the script and the output log demonstrating that it ran successfully** on the input MRI files. You will also submit screenshots of the input and output data.
- Use publicly available or a mentor's data to perform an analysis using one of the tools covered in class. This assignment should be written up as a methods and results section of an original research article. **If you choose this assignment, you must provide your own data and have the data on HiPerGator by March 24.** If the data are not on HiPerGator by this date, you will need to switch to a different final project. Your instructor cannot provide any data and can only offer some guidance in the process if you start processing the data before March 31.

### Grading

The final grade will be determined according to the students' scores on the weekly assignments (70%) and a final project (30%).

Requirement	Due date	Points or % of final grade
Weekly assignments	Each week before class start or as otherwise noted	70%
Final project	April 28 11:59pm	30%

As previously described, assignments are due in blocks. While weekly completion is recommended, leeway is given to complete each block of assignments without late penalty.

Assignments are each worth 10 points. The first five assignments are part of Block 1. **Block 1 assignments are due without penalty by February 28/29 at 11:59 PM.** Two points will be taken off the assignment grade each week the assignment is late, counting from the end of February. The second set of five assignments are part of Block 2. **Block 2 assignments are due without penalty by April 21 at 11:59 PM.** Five points will be taken off the assignment grade if turned in after this date. **No assignments will be accepted after April 28 at 11:59 PM.**

### 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

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

Note: the Bachelor of Health Science and Bachelor of Public Health 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/>

### Policy Related to Late Work

*Late and Make-up Work:* Late work will be penalized as previously described. Otherwise, late submissions are penalized 5% per late day unless 1) arrangements are made with me **prior** to the due date, or 2) there is a **documented** emergency. Be prepared to provide documentation of any emergencies that may arise (e.g., a doctor's note if you are out sick, a police report if you have a car accident). This policy will be strictly enforced.

More information on UF attendance policy may be found at:

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

<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencestext>

### Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Our class sessions may be audio visually recorded for students in the class to refer to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing 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.

### 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.

### Academic Integrity

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Handbook for additional details:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

<https://graduateschool.ufl.edu/work/handbook/>

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

### **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.

### **PHP 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](mailto: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.