University of Florida
College of Public Health & Health Professions Syllabus
PHC 6405: Theoretical Foundations of Public Health (3 credit hours)
Summer: 2018
Delivery Format: e-Learning in Canvas

Instructor Name: Ashby Walker, PhD
Room Number: Online
Phone Number: 352-273-8278
Email Address: afwalker@ufl.edu
Office Hours: By Appointment

Teaching Assistants: Nichole Stetten: n.e.stetten@phhp.ufl.edu
Preferred Course Communications: Please email Dr. Walker with Nichole Stetten included as well

PREREQUISITES
PHC6410: Psychological, Social, & Behavioral Issues in Public Health

PURPOSE AND OUTCOME

Course Overview
This course builds on the foundational knowledge of social and behavioral sciences presented in PHC6410. While we will spend some time reviewing the theories and models that were introduced in PHC6410, we assume that you have a background familiarity with these theories and models and thus we will spend a bulk of the course extending/applying these models through critical discussion and application. In order to design interventions that successfully change health behaviors, an understanding of why these behaviors occur (and how they are maintained) is essential. This course will give you a thorough grounding in the major theoretical foundations of public health and will further give you the skills to apply major theories and models to real-world public health problems.

Course Objectives
The course objectives for PHC6405 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public health (ASPPH). By the end of this course, students will be able to:

- Describe and apply the basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
- Apply the social-ecological framework to specify multiple targets/levels of intervention for social and behavioral science programs and/or policies.
- Apply evidence-based approaches in the development and evaluation of theoretically-based social and behavioral science interventions.
- Evaluate and critique existing theories of health behavior and health behavior change.
• Identify critical stakeholders for the planning, implementation, evaluation, and dissemination of public health programs, policies and interventions.
• Evaluate individual and organizational/community concerns, assets, resources, and deficits and how these factors may interact with social and behavioral science interventions.
• Apply ethical principles to public health program planning, implementation and evaluation.
• Critically analyze the social and behavioral sciences research literature.
• Translate social and behavioral science research findings into health communication messages for varied audiences.
• Apply methods from the dissemination and implementation literature to design interventions with high potential for public health-level impact.
• Work collaboratively as part of a public health team.

What is expected of you?

You are expected to actively engage in the course throughout the semester. The online version of PHC6405 has been built to mirror the blended-learning campus version, wherein students complete readings and watch videos/lectures before coming to class and then class time is spent on discussion and application of course material. This course relies heavily on participation in the online discussion boards; your participation fosters a rich course experience for you and your peers. As we do not meet weekly, it is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas and completing a short quiz) each week prior to participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, you are expected to be respectful toward others and their views, even if they are radically opposed to your own beliefs.

Please note: Because this is a Summer C course (12 weeks instead of 16 weeks), this course will run quicker than a course in the Fall and Spring. You are expected to keep up with this pace.

Late work is not accepted. Quizzes and discussion posts will lock at the end of each module (all dates and times noted below in the course outline).

Instructional Methods

This course is offered online, in weekly “modules.” Each module is made up of the following:

1.) Assigned readings (textbook chapters and/or articles posted to eLearning)
2.) Lectures/videos (posted to eLearning)
3.) A quiz (covering all content presented within the module, including readings and videos)
4.) Discussion posts

Course Materials and Technology


Note: The 5th edition has been substantially updated and much of this new material is included in this class; thus, earlier editions of the textbook should not be used.
Additional Required Readings: Posted on the course website (Canvas) and are noted on the course outline as “TBD”.

Additional Technologies: You are REQUIRED to have a webcam and microphone. Browser requirements may change; please see the list of Supported Browsers for UF Websites for a list of supported browsers and recommendations for browser configuration.

Course Website: The course website is available on Canvas and can be accessed through the eLearning @ UF website. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

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

Technical Support
For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact:
   Name: Truly Hardemon, MEd
   Phone Number: 352-273-5822
   Email Address: hardemont@ufl.edu

For all other technical support for this class, please contact the UF Computing Help Desk at:
   Phone Number: (352) 392-HELP (4357) Option 2
   Email: helpdesk@ufl.edu
   Webpage with Chat: UF Computing Help Desk

Course Outline

Summer 2018 Weekly Course Schedule
Weeks for this course are defined as 8 AM EST on a Monday through 7:59 AM EST the following Monday. See the week-by-week course schedule for more details:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>May 14</td>
<td><strong>Course Introduction and Overview</strong>&lt;br&gt;• Course overview&lt;br&gt;• Linking theory, research, &amp; practice</td>
<td>• Glanz Chapter 2&lt;br&gt;• Watch Intro lecture</td>
<td>• Introduce yourself discussion post by Monday, 5/21 at 7:59 AM EST</td>
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<td>2</td>
<td>May 21</td>
<td><strong>Health Disparities, Stress &amp; Coping</strong>&lt;br&gt;• Overview of health disparities in the U.S.</td>
<td>• Glanz Chapter 12&lt;br&gt;• Watt (2007)&lt;br&gt;• Walker (2015)&lt;br&gt;• Watch: Unnatural Causes, Episodes 5</td>
<td>• Week 2 Quiz by Friday, 5/25 at 5:00 PM EST&lt;br&gt;• Answer posted to Discussion Questions by</td>
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<td>Week</td>
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<td>3</td>
<td>May 28</td>
<td><strong>Social-Ecological Models &amp; Systems Modeling</strong></td>
<td>• Glanz Chapter 3</td>
<td>• Week 3 Quiz by Monday, 6/4 at 7:59 AM EST</td>
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<td>• Review of Social-Ecological Models</td>
<td>• Shulz &amp; Northridge (2004)</td>
<td>• Answer posted to Discussion Questions by Thursday, 5/31 at 7:59 AM EST</td>
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<td>• Targeting interventions at various levels</td>
<td>• McLeroy et al (1988)</td>
<td>• Reply to discussion posts by Monday, 6/4 at 7:59 AM EST</td>
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<td>• Levels of Prevention</td>
<td>• Watch Lecture #1</td>
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<td>• Systems Modeling</td>
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<td>4</td>
<td>June 4</td>
<td><strong>Individual Level: Moving from Intention to Behavior</strong></td>
<td>• Glanz Chapters 4, 5, &amp; 6</td>
<td>• Week 4 Quiz by Monday, 6/11 at 7:59 AM EST</td>
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<td>• Review HBM, TRA/TPB</td>
<td>• Watch Example of Journal Article</td>
<td>• Answer posted to Discussion Questions by Thursday, 6/7 at 7:59 AM EST</td>
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<td>• Cognitive Dissonance Theory</td>
<td>Presentation</td>
<td>• Reply to discussion posts by Monday, 6/11 at 7:59 AM EST</td>
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<td>5</td>
<td>June 11</td>
<td><strong>Individual Level: Stage Theories &amp; Motivational Interviewing</strong></td>
<td>• Glanz Chapter 7</td>
<td>• Week 5 Quiz by Thursday, 6/18 at 7:59 AM EST</td>
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<td>• Review Transtheoretical Model</td>
<td>• Additional Reading: [PDF of article, TBD]</td>
<td>• Answer posted to Discussion Questions by Thursday, 6/14 at 7:59 AM EST</td>
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<td>• Case Study: DARE &amp; Just Say No</td>
<td>• Student Journal Article Presentations [TBD]</td>
<td>• Reply to discussion posts by Monday, 6/18 at 7:59 AM EST</td>
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| 6    | June 18    | **Interpersonal Level: Social Cognitive Theory, Self-Determination Theory, & Interpersonal Communication**  
  • Review Social Cognitive Theory (SCT)  
  • Self-Determination Theory  
  • Using SCT and SDT to design interventions | • Glanz Chapters 8 & 9  
  • Student Journal Article Presentations [TBD]  
  • Watch Lecture #2 | • Week 6 Quiz by Thursday, 6/25 at 7:59 AM EST  
  • Answer posted to Discussion Questions by Thursday, 6/28 at 7:59 AM EST  
  • Reply to discussion posts by Monday, 6/25 at 7:59 AM EST |
| 7    | June 25    | **BREAK WEEK**                                                        | • None                                                                  | • None                                                                                           |
| 8    | July 2     | **Interpersonal Level: Social Support & Social Networks**  
  • Assessing social support & the impact of social support on health  
  • Designing interventions to increase social support  
  • Assessing and intervening with social networks | • Glanz Chapters 10 & 11  
  • Additional Reading: [PDF of article, TBD]  
  • Student Journal Article Presentation [TBD] | • Week 8 Quiz by Monday, 7/9 at 7:59 AM EST  
  • Answer posted to Discussion Questions by Thursday, 7/5 at 7:59 AM EST  
  • Reply to discussion posts by Monday, 7/9 at 7:59 AM EST  
  • **Media Advocacy Assignment topic due by Thursday, 7/5 at 5:00 PM EST** |
| 9    | July 9     | **Health Communication, Social Marketing, & Media Advocacy**  
  • Elaboration likelihood model  
  • Social marketing campaigns | • Glanz Chapters 17 & 21  
  • Additional Reading: [PDF of article TBD]  
  • Student Journal Article Presentation [TBD] | • Week 9 Quiz by Monday, 7/16 at 7:59 AM EST  
  • Answer posted to Discussion Questions by Thursday, 7/12 at 7:59 AM EST.  
  • Reply to discussion posts by Monday, 7/16 at 7:59 AM EST |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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| 10   | July 16| **Community Level:** Community Engagement & Community Capacity Building  | • Glanz Chapter 15  
• Additional Reading: [PDF of article TBD]  
• Student Journal Article Presentation [TBD]  | • Week 10 Quiz by Monday, 7/23 at 7:59 AM EST  
• Answer posted to Discussion Questions by Thursday, 7/19 at 7:59 AM EST  
• Reply to discussion posts by Monday, 7/23 at 7:59 AM EST |
|      |        | • Principles of community engagement  
• Building community capacity  
• Community empowerment  
• CBPR methods  |                                                                 |                                                                 |
| 11   | July 23| **Policy Level:** Policy Factors and Interventions, Behavioral Economics | • Glanz Chapter 20  
• Student Journal Article Presentation [TBD]  
• Watch Lecture #3  | • Week 11 Quiz by Monday, 7/30 at 7:59 AM EST  
• Answer posted to Discussion Questions by Thursday, 7/26 at 7:59 AM EST  
• Reply to discussion posts by Monday, 7/30 at 7:59 AM EST |
|      |        | • Policy impact on health behavior  
• Behavioral economics  |                                                                 |                                                                 |
| 12   | July 30| **Integrating Theory & Planning Interventions**                        | • Glanz “Cross-Cutting Propositions about Using Theory” and “Moving Forward” sections, pg 355-356.  
• Student Journal Article Presentation [TBD]  | • Week 12 Quiz by Monday, 8/6 at 7:59 AM EST  
• Answer posted to Discussion Questions by Thursday, 8/2 at 7:59 AM EST  
• Reply to discussion posts by Monday, 8/6 at 7:59 AM EST  
• **Media Advocacy Assignment draft due by Thursday, 8/2 at 5:00 PM EST** |
|      |        | • Science communication  
• Persuasive writing skills  |                                                                 |                                                                 |
| 13   | August 6| • Intervention Implementation, Dissemination, & Diffusion  
• Key challenges in implementation & dissemination of interventions  
• D&I research methods  | • Glanz Chapter 16  
• Damschroder et al. (2009)  
• Watch Lecture #4: Course Conclusion  | • Week 13 Quiz by Thursday, 8/9 at 7:59 AM EST  
• **Media Advocacy Assignment final due by Thursday, 8/9 at 5:00 PM EST** |

**Notes:**
- TBD = To Be Determined
- All quizzes must be submitted by the specified time and day.
- Discussion questions and replies must be posted by the specified time and day.
ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos).

2. **Quizzes:** Given the importance of online discussion to this course, it is essential that all students have completed the required readings, watched the required lectures/videos, and grasp that week’s concepts prior to participating in online discussions. To encourage completion of the readings/assigned material, and to help assess if there are any areas that students are having difficulty with, you will be asked to complete a quiz on each week’s material. This quiz is intended to assess overall comprehension of the material. Each quiz is worth 5 points, for a total of 55 points.

3. **Online Discussion Participation & Weekly Activities:** Each module will have a group discussion component. You may also have short out-of-class assignments that you will discuss on the discussion board that will be considered part of this grade; more information on these assignments will be provided under the appropriate module. While you are graded on our overall participation each week, you are required to complete each week’s discussion post and reply to a minimum of one other post on that week’s group board (excluding week 1 where replies are not required). Discussion posts should address all questions in that week’s prompt (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you’ve answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week’s readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we’ve had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion. Please consult the rubric posted on eLearning for an outline of what we are looking for in the discussion posts and how they will be scored. Initial discussion posts are due by 7:59 AM EST on Thursday every week, and you have until Monday at 7:59 AM EST to reply to your fellow group members’ posts. Students can earn up to 15 points each week (except for first week, which is worth 10 because no replies are required) for discussion participation, for a total of 175 points over the course of the semester.

4. **Article Presentation:** To build skills in the critical evaluation of scholarly literature in social and behavioral sciences, you will be asked to choose a recent (within the past 5 years) published journal article to review and orally present to your classmates. More details can be found in the Assignment feature on Canvas and will be available later in the semester (you will be notified when they are ready and a sign-up discussion post will be made available). You will pick a week/module topic; on the week that you select, you will be given 10 minutes to provide a brief description of the study (~5 mins) and a critical review (~5 mins). You should include audio/video and the presentation will be uploaded to the course site (voice over powerpoint using Collaborations tool, YouTube video, etc). The article presentation is worth 30 points.

5. **Media Advocacy Assignment:** To integrate what you’ve learned about behavior change theories and health communication, and to hone your ability to translate scholarly literature
into writing that can appeal to the general public, you will be asked to prepare a letter to the editor/op ed on a public health topic of your choosing. Topics are to be submitted via Canvas by July 2 at 5 PM. A draft of your letter/op ed should be submitted via Canvas by August 2 at 5 PM. A final version of your op-ed is due August 9 at 5:00 PM. The Media Advocacy Assignment is worth 50 points.

All activities are due at the days/times listed. All submissions will be through Canvas. NO EXCEPTIONS.

Grading

<table>
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<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module Quizzes</td>
<td>Ongoing</td>
<td>55</td>
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<tr>
<td>Online Discussion Participation &amp; Weekly Activities</td>
<td>Ongoing</td>
<td>175</td>
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<tr>
<td>Article Presentation</td>
<td>During chosen module</td>
<td>30</td>
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<tr>
<td>Media Advocacy Assignment</td>
<td>Topic due by July 5 by 5:00 PM; Draft due by July 30; final assignment to be submitted via Canvas by 5pm August 9.</td>
<td>50</td>
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<td>TOTAL</td>
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Point system used (i.e., how do course points translate into letter grades).

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<tr>
<th>Points earned</th>
<th>A</th>
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<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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NOTE: Points are not rounded up at the end of the semester, and grades are not curved.

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C-grades.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

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<tr>
<th>Letter Grade</th>
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<th>B</th>
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<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
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<th>WF</th>
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For greater detail on the meaning of letter grades and university policies related to them, see the Grading and Grade Policies posted by the Registrar’s Office.
Exam Policy

Policy Related to Make up Exams or Other Work
Late assignments are not accepted unless arrangements have been made ahead of the due date with the instructor. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Technical Issues
Any requests for make-ups due to technical issues must be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance
All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the Attendance Policies posted by the Registrar’s Office.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

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 Codes information at the Dean of Students Office website or the Academic Expectations information at the Graduate School website for additional details.

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 feedback on the quality of instruction in this course by completing online Faculty Course Evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary Results of these assessments are available to students.

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**SUPPORT SERVICES**

**Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office Disability Resource Center (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

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. Online and in-person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the You 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 Student Health Care Center website.

Crisis intervention is always available 24/7 from the Alachua County Crisis Center at (352) 264-6789.

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.

**U Matter, We Care:**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1