

University of Florida  
College of Public Health & Health Professions Syllabus  
PHC 6937: Community-Based Participatory Research  
Section Number: 2C56

Spring 2018

**Delivery Format: Classroom**  
**Course: <http://lss.at.ufl.edu>**

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Instructor Name: Jerne Shapiro, MPH  
Email Address: [shapiroj@ufl.edu](mailto:shapiroj@ufl.edu)  
Office Hours: By appointment

Preferred Course Communications: If you have questions or need to contact me please contact me using my [shapiroj@ufl.edu](mailto:shapiroj@ufl.edu) account.

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**Prerequisites:** Admitted, in good standing, to the Masters of Public Health program at the University of Florida. No other pre-requisites apply.

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## PURPOSE AND OUTCOME

### Course Overview:

**Community-based participatory research (CBPR) is a widely accepted collaborative approach to research that works to understand and protect public health by involving all partners in the research process. CBPR has emerged in the last decades to bridge the gap between science and practice through community engagement and social action to increase health equity. - Israel BA**

This is a highly interactive class with the goal to provide participants with an overview of theories, principles, and strategies associated with how to conduct public health research using the principles of Community-Based Participatory Research (CBPR). This introductory course on CBPR is intended for graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities in public health. We will explore topics such as the **purpose and applications** of CBPR; **partnership formation and maintenance; issues of power, trust, race, class, and social justice; cultural competency; ethical issues**; and CBPR's relationship to **cultural knowledge** systems.

Active engagement in the course will provide participants with the knowledge and skills necessary to co-develop and participate in CBPR projects, as well as a critical awareness of the advantages and limitations of CBPR. The course will reflect an interdisciplinary perspective while using CBPR's philosophical commitment to co-teaching and co-learning.

This course is not a methodology course. CBPR is an *approach* to conducting research that is amenable to a variety of research designs and methodologies. This course focuses on the CBPR approach to research and will not cover topics such as survey design, quantitative methods, qualitative methods, focus groups, community needs assessment procedures, etc.

As a model of the participatory approach, the course content will be responsive to needs and expressed interests of students, within the broad categories of topics aligned within course objectives.

## Course Objectives and/or Goals

At the end of this course, you should be able to:

1. Describe the conceptual and philosophical roots of community-based public health research.
2. Compare various approaches to community-based research.
3. Explain the process and challenges of forming, maintaining and sustaining partnerships with communities for CBPR.
4. Explore CBPR as a strategy to address social justice, policy or systems change issues.
5. Assess the ethical challenges in co-conducting research with communities.
6. Explain the positions of CBPR proponents and critics.
7. Evaluate the importance of governance structures, cultural humility, and participatory evaluation in the design and implementation of CBPR as strategies to address power dynamics and ethical issues appropriately.
8. Develop your own mock CBPR research project.

## Instructional Methods

1. Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
2. Readings and Resources. Supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course. There is no class textbook.
3. Assessments: A variety of assessments will be used in this course, including but not limited to discussions, assignments, journal club presentations, final projects, written critiques, community agency interview, and a final exam.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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## Topical Outline/Course Schedule

Week/Date	Elements
Week 1 1/9	<p><b>Topics: (1) Introduction to the course (2) Review Syllabus (3) Determine class rules</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"><li>➤ Introduction to class</li><li>➤ Introduction to each other</li><li>➤ Review syllabus</li><li>➤ Mock community meeting- Create class rules: establish ground rules for the class through consensus building techniques</li></ul> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"><li>➤ Skill Building- Group Decision Making: <a href="https://www.mtholyoke.edu/sites/default/files/studentprograms/docs/skillbuilding_groupdecisionmaking.pdf">https://www.mtholyoke.edu/sites/default/files/studentprograms/docs/skillbuilding_groupdecisionmaking.pdf</a></li></ul>

<p><b>Week 2</b> <b>1/16</b></p>	<p><b>Topic: (1) CBPR Historical and Theoretical Foundations of CBPR (2) Nine Principles of CBPR (3) Template for Journal Club</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Historical and Theoretical Foundations of CBPR</b></li> <li>➤ <b>Nine Principles of CBPR</b></li> <li>➤ <b>Template for Journal Club</b></li> </ul> <p><b><u>Assigned Readings:</u></b></p> <ul style="list-style-type: none"> <li>➤ Guta, A., Flicker, S., &amp; Roche, B. (2013). Governing through community allegiance: a qualitative examination of peer research in community-based participatory research. <i>Critical Public Health</i>, 23(4), 432-451. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3827674/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3827674/</a></li> <li>➤ Wallerstein, N., &amp; Duran, B. (2006). Using Community-Based Participatory Research to Address Health Disparities. <i>Health Promotion Practice</i>, 7(3), 312-323. <a href="http://hpp.sagepub.com/content/7/3/312.long">http://hpp.sagepub.com/content/7/3/312.long</a></li> </ul> <p><b><u>Class activity:</u></b></p> <ul style="list-style-type: none"> <li>➤ Communal Potluck: Building community</li> <li>➤ Follow up on class rules</li> </ul>
<p><b>Week 3</b> <b>1/23</b></p>	<p><b>Topics: (1) Ethics in CBPR (2) Challenges and Opportunities with CBPR</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Ethics in CBPR</li> <li>➤ Challenges and Opportunities</li> <li>➤ Journal Club by Jerne</li> </ul> <p><b><u>Assigned Readings:</u></b></p> <ul style="list-style-type: none"> <li>➤ Not a JC article: Elena M. Bastida, Tung-Sung Tseng, Corliss McKeever and Leonard Jack, Jr Ethics and Community-Based Participatory Research: Perspectives from the Field Health. <i>Promot Pract</i> 2010 11: 16. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3012623/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3012623/</a></li> <li>➤ Tamar Ringel Kulka, MD, MPH, Elizabeth Jensen, MPH. Community based participatory research of breastfeeding disparities in African American women. <i>Infant and Adolescence Nutrition</i>, Aug 2011. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3543999/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3543999/</a></li> <li>➤ Not a JC Article: Friedman Ross, L., Loup, A., Nelson, R., Botkin, J., Kost, R., Smith, G., et al. (2010). The challenges of collaboration for academic and community partners in a research partnership: Points to consider. <i>J Empir Res Hum Res Ethics</i>, 5(1), 19-31. doi:10.1525/jer.2010.5.1.19. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2946316/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2946316/</a></li> </ul> <p><b><u>Assignment Due:</u></b></p> <ul style="list-style-type: none"> <li>➤ Sign up to critique a Journal Club article</li> </ul> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>➤ Ethical Issues</li> </ul>

## Section 2: Getting Started: The Role of the Community and the Researcher

**Week 4**  
**1/30**

**Topics: (1) The Role of the Community in CBPR;  
The Role of Academic in CBPR**

**Lectures:**

- The Role of Community and The Role of Academic
- Journal Club (first day presentations begin)

**Assigned Readings:**

- Jumper-Reeves, L., Dustman, P., Harthun, M., Kulis, S., Brown, E. (2013). American Indian cultures: How CBPR illuminated intertribal cultural elements fundamental to an adaptation effort. *Prev Sci*, [Epub ahead of print 15 February 2013] PMID 23412946.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3726553/>
- Uyeda, K., Bogart, LM., Hawes-Dawson, J., Schuster, MA. (2009). Development and implementation of a school-based obesity prevention intervention: Lessons learned from community-based participatory research. *Prog. Community Health Partnership*, 3(3), 249-255. doi:10.1353/cpr.0.0085.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2848487/>

**Activities:**

- First Day of JC presentations

**Week 5**  
**2/6**

**Topic: Working with Minority and Special Populations**

**Lectures:**

- Guest Lecturer on Culture Competency: Heidi Saliba, MIB, MPE. Technical Writer for ICHP (Institute for Child Health Policy)
- Journal Club

**Assigned Readings:**

- Nicolaidis, C., Raymaker, D., McDonald, K., Dern, S., Ashkenazy, E., Boisclair, C. et al. (2011). Collaboration strategies in nontraditional community-based participatory research partnerships: Lessons from an academic-community partnership with autistic self-advocates. *Prog. Community Health Partnersh*, 5(2), 143-150. doi:10.1353/cpr.2011.0022.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3319698/>
- Not a JC article: Ritchie, SD., Wabano, MJ., Beardy, J., Curran, J., Orkin, A., Vanderburgh, D. et al. (2013). Community-based participatory research with Indigenous communities: The proximity paradox. *Health and Place*, 24, 183-189. **See Course Reserves to read the article.**

**Activities:**

- Journal Club

**Assignment – Due 2/13**

- **One-two page reflection paper on:** “How have you experienced the “single story” issue either as the recipient or the imposer of the single story?”

	<ul style="list-style-type: none"> <li>○ Watch: Ted Talk "Cultural Humility: People, Principles and Practices" 2012 <a href="http://www.youtube.com/watch?v=SaSHLbS1V4w">http://www.youtube.com/watch?v=SaSHLbS1V4w</a></li> <li>○ Watch: The Danger of the Single Story: Chimamanda Ngozi Adichie <a href="http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html">http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html</a></li> </ul>
<p><b>Week 6 2/13</b></p>	<p><b>Topic: Developing and Maintaining Community Partnerships</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Community Partnerships</li> <li>➤ Journal Club</li> </ul> <p><b>Assigned Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Corbie-Smith, G., Adimora, A., Youmans, S., Muhammad, M., Blumenthal, C., &amp; Ellison, A. et al. (2011). Project GRACE: A staged approach to development of a community-academic partnership to address HIV in rural African American communities. <i>Health Promot Pract</i>, 12(2), 293-302. doi:10.1177/1524839909348766. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3063323/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3063323/</a></li> <li>➤ Rhodes, SD., Tanner, A., Duck, S., Aronson, RE., Alonzo, J., &amp; Garcia, M. et al. Female sex work within the rural immigrant Latino community in the southeast United States: An exploratory qualitative community-based participatory research study. <i>Prog Community Health Partnersh</i>, 6(4), 417-427. doi:10.1353/cpr.2012.0054. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3593097/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3593097/</a></li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Community Partnership Exercise</li> <li>➤ Developing Operating Norms for the Partnership</li> </ul> <p><b>Assignment Due: "Single Story" reflection paper</b></p>
<p><b>Section 3: Community Assessment and Issue Selection</b></p>	
<p><b>Week 7 2/20</b></p>	<p><b>Topic: CBPR Community Assessment</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Community Assessment</li> </ul> <p><b>Assigned Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Not a JC article: Shahandeh, KH., Majdzadeh, R., Jamshidi, E. &amp; Loori, N. (2012). Community capacity assessment in preventing substance abuse: A participatory approach. <i>Iranian J Publ Health</i>, 41(9), 48-55. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3494215/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3494215/</a></li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Photovoice project</li> </ul>

<p><b>Week 8</b> <b>2/27</b></p>	<p><b>Topic: Capacity Building and Sustainability</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Capacity Building and Sustainability</li> <li>➤ Journal Club</li> </ul> <p><b>Assigned Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Minkler, M., Vasquez, VB., Warner, JR., Steussey, H., &amp; Facente, S., (2006). Sowing the seeds for sustainable change: a community- based participatory research partnership for health promotion in Indiana, UAS and its aftermath. <i>Health Promotion International</i>, 21(4), 293-300. <a href="http://heapro.oxfordjournals.org/content/21/4/293.long">http://heapro.oxfordjournals.org/content/21/4/293.long</a></li> <li>➤ Vani Nath Simmons, Ph.D., Lynne B. Klasko, MPH, et al. (2015). Participatory Evaluation of a Community-Academic Partnership to Inform Capacity-building and Sustainability. <i>Evaluation Program Planning</i>, Oct;52: 19-26. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4509815/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4509815/</a></li> </ul> <p><b>Class Activity</b></p> <ul style="list-style-type: none"> <li>➤ Facilitating Factors for Sustaining CBPR partnerships</li> </ul> <p><b>Assignment Due</b></p> <ul style="list-style-type: none"> <li>➤ Interview paper due <u>March 1st</u></li> </ul>
<p><b>Section 4: Methodological Considerations in Conducting CBPR</b></p>	
<p><b>Week 9</b> <b>3/6</b></p>	<p><b>No class – Spring Break</b></p>
<p><b>Week 10</b> <b>3/13</b></p>	<p><b>Interview Presentations</b></p> <ul style="list-style-type: none"> <li>➤ Sign up on the class discussion board</li> </ul>
<p><b>Week 11</b> <b>3/20</b></p>	<p><b>Topic: Dissemination and Application of CBPR Results</b></p> <p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>➤ Dissemination and Application of CBPR Results</li> <li>➤ Journal Club</li> </ul> <p><b>Assigned Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Miller, PK., Waghiyi, V., Welfinger-Smith, G., Byrne, SC., Kava, J., &amp; Gologergen, J. et al. (2013). Community-based participatory research projects and policy engagement to protect environmental health on St. Lawrence Island, Alaska. <i>Int J Circumplor Health</i>, 72:21656. <a href="http://dx.doi.org/10.3402/ijch.v72i0.21656">http://dx.doi.org/10.3402/ijch.v72i0.21656</a>.</li> <li>➤ Not a JC article. Peggy G. Chen, MD, MSc, MHS, Nitza Diaz, Ph.D., MS, Georgina Lucas, MSW, Marjorie S. Rosenthal, MD, MPH. Dissemination of Results in Community-Based Participatory Research. <i>Am J Prev Med</i> 2010;39(4):372–378. <b>See Course Reserves to read the article.</b></li> </ul>
<p><b>Week 12</b> <b>3/27</b></p>	<p><b>NO CLASS- Listen to a lecture on line</b></p> <p><b>Topic: CBPR Research Methods</b> <b>Guest Lecturer- Suzanne Dolwick, Ph.D., MPH from John Hopkins School of Public Health</b></p>

	<p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ CBPR Research Methods</li> <li>➤ No Journal Club</li> </ul> <p><b>Assigned Readings:</b></p> <ul style="list-style-type: none"> <li>➤ Not a JC article. Margaret W Leung, Irene H Yen, and Meredith Minkler. Community-based participatory research: a promising approach for increasing epidemiology's relevance in the 21st century. International Journal of Epidemiology 2004;33:499–506 <a href="http://ije.oxfordjournals.org/content/33/3/499.full">http://ije.oxfordjournals.org/content/33/3/499.full</a></li> </ul>
<b>Week 13</b> <b>4/3</b>	<b>Topic: TBD</b>
<b>Week 14</b> <b>4/10</b>	<p><b>Topic: Final Project Presentations</b></p> <ul style="list-style-type: none"> <li>➤ Students present Final Projects</li> </ul> <p><b>Class Activity</b></p> <ul style="list-style-type: none"> <li>➤ Class game</li> </ul>
<b>Week 15</b> <b>4/17</b>	<p><b>Topic: Final Project Presentations</b></p> <ul style="list-style-type: none"> <li>➤ Students present Final Projects</li> </ul> <p><b>Class Activity</b></p> <ul style="list-style-type: none"> <li>➤ Communal Potluck</li> </ul>
<b>Week 16</b> <b>April 24</b>	<b>Final exam- April 24</b> Begins at 1:55. Accumulative- 2 hours

## Course Materials and Technology

**1. Lectures** – provide a general overview of each topic.

### 2. Required readings and materials

Supplemental readings will also be assigned for lectures and are posted by topic under the course schedule.

**3. Examination:** Students are expected to take the examination on the scheduled date and time. There will be a two-hour final exam worth 18% of your final grade.

### 4. Journal Club Assignments:

Each student will facilitate one journal club (JC) throughout the semester. Students will select an article from the list of required course readings. Students should submit their article selection to the instructor via the Journal Club Sign-up tab by January 23, 2018.

You will take the role of Facilitator. In this capacity, the student will lead the class in a review of the assigned article. Each critique will need to include: the goals of the article, its use of CBPR principles, its strengths and weaknesses, implications for CBPR and directions for future research. As part of this assignment, the Facilitator will prepare three thoughtful questions based on the article and will then use these questions to lead the journal club discussion.

Please read the information outlining what constitutes a scholarly critique, which extends beyond a

summary of the article. Articles and more information regarding assignment expectations and grading criteria will be provided under the Assignment section. Critiques should be ~15 mins long plus time for discussion and are due the day we discuss them in the course. JC is worth 20% of your grade.

## 5. Community Agency Interview Reflection Paper and Discussion

The purpose of this interview is to:

- Understand the role of community partners in CBPR
- Explore the perceptions of community agencies on CBPR
- Provide experience using qualitative methods to derive community opinions and perspectives

Students are expected to accomplish the following activities:

- Interview a representative from a community agency that utilizes CBPR to determine:
  - Their perspective on CBPR
  - Their definition of the role of community agencies/partners in CBPR
  - Their experience working collaboratively with academic partners
  - Their perspective on community-academic approaches to solving health issues
  - Their opinions on how policymakers can work more closely with the community and academic partners to solve health issues.

Interview papers are due March 1<sup>st</sup> and the presentation will be given on March 13<sup>th</sup>. Be sure to plan your interview well in advance as it may be very challenging to coordinate your schedule with those of busy individuals.

Provide a reflection paper on the interview (2-3 double-spaced pages with a 12-point font). This will be worth 10% of your final grade. Your reflection paper should include:

- Summary of the interview, including an explanation of the community agency's mission and goals; a brief description and background of the community representative being interviewed; and interview format and protocol.
- Discussion of the questions you asked and the responses provided
- Your personal feelings and reaction to the interview – both intellectual (do you think the interview exposed you to important policy issues and processes related to community health and CBPR?) and emotional (how did the interview make you feel?)

You will present your interview findings to the class on March 14<sup>th</sup>. Your presentation should follow the same outline as your paper. Please see the posted grading rubric- the presentation is worth 10% of your grade.

## 6. Final Project- Create your own CBPR Project

In this project, you will be creating your ideal CBPR project. The presentation should be 20-25 mins long plus time for discussion. The project will be worth 20% of your grade.

The final project will include the following components:

- Background and discussion of community health concern
- Description of the Community-Academic Partnership and project goals
- CBPR approach and methods
- Review of processes and outcomes
- Dissemination and next steps
- Conclusion and assessment of strengths and weaknesses

## 7. Class Participation

Regular participation is required and represents a large portion (20%) of students' overall grades. Students are expected to be punctual, to be prepared for class, and to engage actively during class meetings. Students who are habitually late, miss, or leave class meetings prematurely will receive deductions in their class attendance grade. Students must demonstrate preparation for, attentiveness to, and engagement in classroom discourse. Participation in the class exercises including communal potluck, group participation work, and other class activities will all count towards your participation grade. Class attendance and engagement will be graded based on the rubric discussed in class and posted on Canvas.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## ACADEMIC REQUIREMENTS AND GRADING

### Grading

Requirement	Due date	Percent of final grade (% must sum to 100%)
Participation		20%
Single Story Reflection Paper	2/13	2%
Journal Club Presentations	See schedule for deadlines	20%
Community Agency Interview Reflection Paper and Presentation	March 1 March 13	10% 10%
Final Project	April 10 & April 17	20%
Final Exam	April 24	18%

Point system used (i.e., how do course points translate into letter grades).

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

Please be aware that a C- is not an acceptable grade for graduate students. In addition, 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.

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:  
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### **Policy Related to Make up Exams or Other Work:**

**Requirements:** Students are responsible for all course material, including reading all required materials prior to each lecture. Students should also read your e-mail and announcements in the course several times a week. Students should also reference the calendar in the course to keep up with weekly deadlines.

#### **Make Ups:**

To Be Determined by the class.

**Readings and Discussions:** Students should read the assigned readings prior to viewing course lectures and be prepared to discuss the material.

Each student should prepare one discussion question for each Journal Article that has not been chosen as an official Journal Club article. We will briefly answer questions as a class weekly.

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

**Attendance Policy:** Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor.

To Be Determined by the class.

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>

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

To Be Determined by the class.

### **Communication Guidelines**

If you have questions or need to contact me, please use my [shapiroj@ufl.edu](mailto:shapiroj@ufl.edu) account.

### **Academic Integrity**

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding

academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

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

### **Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. 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 at <https://evaluations.ufl.edu/results/>.

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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 <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office 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. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by the 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>

Do not wait until you reach a crisis to come in and talk with me. 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.