University of Florida
College of Public Health & Health Professions Syllabus
PHC 6104: Evidence-Based Management of Public Health Programs (3 credit hours)
Fall: 2020
Delivery Format: Online in e-Learning / Canvas
Meeting Times and Location: Wednesdays, Periods 9 – 11, 4:05 PM – 7:05 PM, Zoom livestream (Please note: Zoom meetings will occur periodically during the semester. See the Course Schedule for details.)

INSTRUCTOR

Nicole M. Marlow, PhD, MSPH
Clinical Assistant Professor
Department of Health Services Research, Management and Policy
Office Room Number: 3110 HPNP building
Office Phone Number: 352-273-6080
Email: marlownm@phhp.ufl.edu
Online Office Hours: By appointment
Preferred Course Communications: Message in Canvas

PREREQUISITES

None

PURPOSE AND OUTCOME

Course Overview

This course provides practical guidance on how to monitor achievement of a program's objectives, gather information and evidence of the program's effectiveness, and determine a program's impact in public health settings. We begin with a review of the structure and functions of the public health system, followed by the rationale and application of an evaluation framework that leads to evidence-based decision-making in public health.

Relation to Program Outcomes

The course will focus on fundamental components germane to evaluating and managing public health programs, including: program monitoring, performance measurement, and evaluation research. Furthermore, the topics covered within these three areas will include:
- developing evaluation questions
- how to select performance measures
- research designs
- populations and sampling
- the importance of qualitative data
- acquiring, measuring, and analyzing the data
- other evaluation frameworks (CDC Evaluation Framework; Logical Framework Analysis)
- cost-benefit analysis
- how to utilize the results of evaluation research

Course Objectives and/or Goals

By the end of this course, the student should be able to:

1) Recognize the need for evidence-based public health.
2) Explain the role of program evaluation in public health practice.
3) Understand and apply an appropriate evaluation framework.
4) Demonstrate skills in program monitoring methods.
5) Demonstrate skills in performance measurement.
6) Demonstrate skills in evaluation research methods.
7) Prepare and write components of program evaluations.
8) Demonstrate an understanding of the political, economic, organizational, interpersonal influences on evaluation processes.
9) Work with the multiple users of evidence, including public health practitioners, policy makers, the public, interest groups, the media, and other stakeholders.

Instructional Methods

The method of instruction for this course will be comprised of online lectures and active student participation in discussions' boards, followed by exercises using real-world examples that will allow the class to apply the material presented through the lectures while simultaneously demonstrating understanding of the material. Material presented will be linked to the reading assignments. Multidisciplinary perspectives will be discussed, and many examples will be provided to illustrate important concepts. The various components of the course are designed to stimulate critical thinking about interventions that have been implemented to address public health problems, subsequently deciding on appropriate approaches used to determine the quality and the effectiveness of these interventions. The course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional. The primary components of the grading for this course will be online class participation (discussion boards), assigned exercises, and three projects, and.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must view all online lectures in e-Learning, complete any preparatory activities that will facilitate online discussion board assignments, and complete all other assignments in order to facilitate a good class experience for yourself as well as your colleagues. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class In general, students are expected to:

- Log into the course website in Canvas regularly
- Complete the required reading PRIOR to lectures and be prepared to participate in and perhaps LEAD online class discussions.
- Watch lectures after the required reading
- Actively contribute in discussions, participate in exercises and demonstrate teamwork if assigned group activities or projects.
- Review assignment details prior to related Zoom meetings for question and answer sessions.
- Submit assignments (projects and exercises) on or prior to the due date(s).

Teaching Philosophy of the Instructor

The role of the instructor is to guide, assist and support students through their own process of acquiring the course subject matter. Teaching at the graduate level leads to the proposition that learning is and should be left largely in the hands of each individual student. Lectures are designed to facilitate your understanding of the text as you seek to acquire knowledge in the text and from internal and external class resources.

DESCRIPTION OF COURSE CONTENT

Required Course Materials and Technology
- Rossi, Peter H; Lipsey, Mark W; and Henry, Gary T (2019). *Evaluation: A Systematic Approach, 8th Edition.* Sage Publications Inc. ISBN: 978-1-5063-0788-6 (paperback)
- Additional readings, including online resources, may be assigned. Students are directed to the class e-Learning portal in Canvas for weekly supplementary reading assignments.
- Additional resources (See pages 11 and 12 of the Syllabus that follow).
- A computer with access to Canvas, Zoom, a working webcam, and a working microphone
- Registration for a CATME student account, a system for teamwork support tools (http://info.catme.org/).

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://elearning.ufl.edu/help.shtml

Topical Outline/Course Schedule

NOTE: all times are posted in Eastern time – note that the semester starts in Eastern Daylight Savings Time (EDST). On Sunday, November 1, 2020 at 2:00 a.m., Eastern time will "fall back" one hour to Eastern Standard Time (EST).

Please note: The instructor reserves the right to modify the course content and schedule as necessary.

Week 1: Wednesday, September 2		
Lectures	Lecture 1a - Instructor Introduction and Course/Syllabus Overview	Marlow
	Lecture 1b – Why evidence-based management and evaluation?	Marlow
Readings	Rossi, Lipsey and Henry, Chapter 1, pages 1-29	Text
Discussions	Week 1 Discussion Board	Marlow and Students, due 09/04 at 11:59 PM
Week 2: Wednesday, September 9		
Lectures	Lecture 2 - Roles of the Evaluator and the Political and Cultural Contexts of Evaluation and Assessing the Need for a Program (Domain 1)	Marlow
Readings	Rossi, Lispsey and Henry, Chapter 2, pages 32-56 Rossi, Lipsey and Henry, Chapter 12, pages 291-314	Text
Exercise	Assign Exercise 1: Searching for an Article on Evaluation and Identifying the Evaluation Questions (due week 3)	Due 09/16 at 11:59 PM
Discussions	Week 2 Discussion Board Week 2 Zoom livestream session: Instructor will host an optional Zoom meeting on 09/09 at 4:05 PM as a question and answer session regarding Exercise 1.	Marlow and Students, due 09/11 at 11:59 PM
Week 3: Wednesday, September 16		
Lectures	Lecture 3a – Planning an Evaluation	Marlow
	Lecture 3b – Assessing Program Theory and Design (Domain 2)	Marlow
Readings	Rossi, Lipsey and Henry, Chapter 3, pages 35-63 Rossi, Lipsey and Henry, Chapter 11, pages 266-289	Text
Exercise	Exercise 1 due: Searching for an Article on Evaluation and Identifying the Evaluation Questions	Due 09/16 at 11:59 PM
Assignments	Assign Project 1: Formulating Evaluation Questions (due week 7)	Due: 10/14 at 11:59 PM

Discussions	Week 3 Discussion Board Week 3 Zoom livestream session: Instructor will host an optional Zoom meeting on 09/16 at 4:05 PM as a question and answer session regarding Project 1.	Marlow and Students, due 09/18 at 11:59 PM

Week 4: Wednesday, September 23		
Lectures	Lecture 4 – Evaluation Questions and SMART Objectives	Marlow
Readings	Supplemental materials will be assigned	Supplemental materials
Exercise	Assign Exercise 2: Outlining a Plan to Evaluate the Implementation of a New Health Clinic (due week 5)	Due 9/30 at 11:59 PM
Discussions	Week 4 Discussion Board Week 4 Zoom livestream session: Instructor will host an optional Zoom meeting on 09/23 at 4:05 PM as a question and answer session regarding Exercise 2 and/or Project 1.	Marlow and Students, due 09/25 at 11:59 PM

Week 5: Wednesday, September 30		
Lectures	Lecture 5 – Assessing Program Process and Implementation (Domain 3)	Marlow
Readings	Rossi, Lipsey and Henry, Chapter 4, pages 92-113	Text
Exercise	Exercise 2 due: Outlining a Plan to Evaluate the Implementation of a New Health Clinic	Due 9/30 at 11:59 PM
Discussions	Week 5 Discussion Board Week 5 Zoom livestream session: Instructor will host an optional Zoom meeting on 09/30 at 4:05 PM as a question and answer session regarding Project 1.	Marlow and Students, due 10/02 at 11:59 PM

Week 6: Wednesday, October 7		
Lectures	Lecture 6 – Measuring and Monitoring Program Outcomes (Domain 4)	Marlow
Readings	Rossi, Lipsey and Henry, Chapter 5, pages 116-139	Text
Discussions	Week 6 Discussion Board Week 6 Zoom livestream session: Instructor will host an optional Zoom meeting on 10/07 at 4:05 PM as a question and answer session regarding Project 1.	Marlow and Students, due 10/09 at 11:59 PM

Week 7: Wednesday, October 14		
Lectures	Lecture 7 – Impact Evaluation: Isolating the Effects of Social Programs in the Real World (Domain 4)	Marlow
Readings	Rossi, Lipsey and Henry, Chapter 6, pages 142-155	Text
Assignments	Project 1 due: Formulating Evaluation Questions.	Due 10/14 at 11:59 PM
Discussions	Week 7 Discussion Board	Marlow and Students, due 10/16 at 11:59 PM

Week 8: Wednesday, October 21		
Lectures	Lecture 8a – Impact Evaluation: Comparison Group Designs (Domain 4)	Marlow
	Lecture 8b – Impact Evaluation: Designs with Strict Controls on Program Access (Domain 4)	Marlow
Readings	Rossi, Lipsey and Henry, Chapter 7, pages 159-183 Rossi, Lipsey and Henry, Chapter 8, pages 186-209	Text
Discussions	Week 8 Discussion Board Week 8 Zoom livestream session: Instructor will host an optional Zoom meeting on 10/21 at 4:05 PM as a question and answer session regarding Exercise 3.	Marlow and Students, due 10/23 at 11:59 PM

Exercise	Assign Exercise 3: Costs and tradeoffs in data collection (due week 9)	Due 10/28 at 11:59 PM
Week 9: Wednesday, October 28		
Lectures	Lecture 9 – Detecting, Interpreting and Exploring Program Effects	Marlow
Readings	Rossi, Lipsey and Henry, Chapter 9, pages pages 212-234 Supplemental materials will also be distributed	Text and Supplemental Materials
Exercise	Exercise 3 due: Costs and tradeoffs in data collection Assign Exercise 4: Provide a framework for conducting a cost-benefit analysis of a given public health or social service program (due week 10)	Ex. 3 due 10/28 at 11:59 PM, Ex. 4 due 11/04 at 11:59 PM
Assignments	Assign Project 2: Critically Reviewing an Evaluation Research Article (due week 12)	Due 11/18 at 11:59 PM
Discussions	Week 9 Discussion Board Week 9 Zoom livestream session: Instructor will host an optional Zoom meeting on 10/28 at 4:05 PM as a question and answer session regarding Exercise 4 and/or Project 2.	Marlow and Students, due 10/30 at 11:59 PM
Week 10: Wednesday, November 4		
Lectures	Lecture 10 – Assessing the Economic Efficiency of Programs (Domain 5)	Marlow
Readings	Rossi, Lipsey and Henry, Chapter 10, pages 239-262 Supplemental materials will be assigned	Text
Discussions	Week 10 Discussion Board Week 10 Zoom livestream session: Instructor will host an optional Zoom meeting on 11/04 at 4:05 PM as a question and answer session regarding Project 2.	Marlow and Students, due 11/06 at 11:59 PM
Exercise	Exercise 4 due: Provide a framework for conducting a cost-benefit analysis of a given public health or social service program	Due 11/04 at 11:59 PM
Week 11: Wednesday, November 11		
Lectures	No lecture this week: Veterans Day holiday	
Readings	None	
Discussions	None	
Assignments	Assign Final Project: Creating an Evaluation Plan for a Public Health Program (due week 15)	Due: 12/09 at 11:59PM
Week 12: Wednesday, November 18		
Lectures	Lecture 11 – The CDC Framework for Evaluation and/or Qualitative Data Video from the American Evaluation Association	Marlow
Readings	Supplemental materials will be assigned	Supplemental materials
Exercise	Assign Exercise 5: Overcoming an evaluation communication challenge (due week 13)	Due 11/24 at 11:59 PM
Assignment	Project 2 due: Critically Reviewing an Evaluation Research Article	Due 11/18 at 11:59 PM
Discussions	Week 12 Discussion Board Week 12 Zoom livestream session: Instructor will host an optional Zoom meeting on 11/04 at 4:05 PM as a question and answer session regarding Exercise 5 and/or Final Project.	Marlow and Students, due 11/20 at 11:59 PM
Week 13: Wednesday, November 25		
Lectures	No lecture this week: Thanksgiving holiday	
Readings	None	
Discussions	None	

Exercise	Exercise 5 due: Overcoming an evaluation communication challenge	Due 11/24 at 11:59 PM
Week 14: Wednesday, December 2		
Lectures	Lecture 12 – Logical Framework Analysis - Emerging Issues in the Practice of Evaluation and/or Qualitative Data Video from the American Evaluation Association	Marlow
Readings	None	
Discussions	Week 14 Discussion Board Week 14 Zoom livestream session: Instructor will host an optional Zoom meeting on 12/02 at 4:05 PM as a question and answer session regarding the Final Project.	Marlow and Students, due 12/04 at 11:59 PM
Week 15: Wednesday, Decmber 9		
Lectures	No lecture this week: Use the time since the prior week's lecture and this week to focus on Final Project and contacting instructor with questions.	
Assignments	Final Project due: Creating an Evaluation Plan for a Public Health Program	Due 12/9 at 11:59 PM.
Finals Week: Saturday, December 12 – Friday, December 18		
Final Exam	There is NO FINAL EXAM for this course.	

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ACADEMIC REQUIREMENTS AND GRADING

Assignments

Project 1
Writing Evaluation Questions
A written paper will be required.
See the assignment in Canvas for further information. Late submissions will not be accepted.

Project 2
Reviewing an Evaluation Research Article using an Evaluation Article Review Tool
A 3-5 page written paper will be required.
See the assignment in Canvas for further information. Late submissions will not be accepted.

Final Project
Creating an Evaluation Plan for a Public Health Program
An 8-10 page written paper will be required.
See the assignment in Canvas for further information. Late submissions will not be accepted.

Discussions
There are a total of 12 discussion boards. Participation in ALL 12 discussion boards is required. They are related to readings or assignments or topics generally associated with readings or assignments. Discussion boards are graded, with the quality of participation in each discussion board evaluated for your weekly grade. Students will be asked to lead and/or engage in discussion and may be asked to generate the discussion question for the week's discussion and may work in groups or individually. Participation in these discussions determine your class participation.

Exercises
There will be at least 5 exercises to complete throughout the duration of the course as part of class participation. Student exercises are not critically graded (though feedback will be provided) but the exercises must be completed to earn 3% for each exercise. These exercises are factored into the class participation

scoring. The instructor will determine whether or not the exercise has been completed sufficiently to qualify for class participation. Late submissions, submitting the wrong attachment or failure to work on the exercise if it is assigned as a class assignment will not be accepted. When submitting an assignment through Canvas, it is a student's responsibility to properly attach the correct assignment document. Please verify your attachments.

Grading

Requirement	Due Date	Points or % of Final grade (% must sum to 100%)
Project 1 (assigned week 3)	10/14 11:59 pm	20%
Project 2 (assigned week 9)	11/18 11:59 pm	20%
Final Project (assigned week 11)	12/09 11:59 pm	30%
Class Participation/Discussion	Weekly	15%
Exercises Schedule Exercise 1 Week 3 (assigned Week 2; due Week 3) Exercise 2 Week 4 (assigned Week 4; due Week 5) Exercise 3 Week 9 (assigned week 8; due Week 9) Exercise 4 Week 10 (assigned week 9; due Week 10) Exercise 5 Week 12 (assigned Week 12; due Week 13)	 9/16 11:59 pm 9/30 11:59 pm 10/28 11:59 pm 11/04 11:59 pm 11/24 11:59 pm	15%
		100%

There will be no redistribution or deletion of course requirements. The same evaluation procedure will consistently be applied to all students.

The total number of points earned will be transformed to letter grades as follows. Please note that there will be no rounding up for grade increments:

Points earned	95 or more	90 - 94.99	87- 89.99	83 - 86.99	80 – 82.99	77 - 79.99	73 - 76.99	70 - 72.99	67 - 69.99	63 - 66.99	60 - 62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

The letter grade to grade point conversion table is listed below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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

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.

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 Work

Students are expected to complete all assignments by the appropriate date/time. Students are allowed to make-up work ONLY as the result of illness or other unanticipated circumstances warranting a medical excuse and resulting in the student missing a deadline, consistent with College policy. Late assignments not resulting from one of these circumstances and not pre-arranged and approved by the student's professor will not be accepted and will not receive credit for the assignment. The professor reserves the right to determine appropriate make-up options for each student.

Please note: 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 me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance and Participation

Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

For an absence to be considered excused based on these reasons, the Course Instructor must be given notification prior to the start time of class via email or Canvas message. The time stamp of the email will be used to determine if notification was prior to the start of the class. Students who do not attend class without an approved excused absence will not receive any attendance and participation credit for that day.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Guidelines

Students will be expected to communicate via the Canvas messaging system.

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.

Policy Related to Online Synchronous Sessions

Our class sessions may be audio visually recorded for students in the class to refer back 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.

Policy Related to Guests Attending Class

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

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

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, 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 must 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.

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.

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 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 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.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website 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; Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
- Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

- [Writing Studio](), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- [Student Complaints Campus]()
- [On-Line Students Complaints]()

College of Public Health and Health Professions 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

Additional Potential Resources

Public Health Journals

- American Journal of Public Health, a journal of the American Public Health Association (www.ajph.org).
- Journal of Public Health Management and Practice, a journal of the National Association of County and City Health Officials (www.jphmp.com)
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention (www.cdc.gov/mmwr)
- American Journal of Preventive Medicine, a journal of the American College of Preventive Medicine and the Association of Teachers of Preventive Medicine (www.ajpm-online.net)

Public Health Resources

Government Agencies
- U.S. Department of Health and Human Services (www.dhhs.gov) and its various Public Health Service agencies
- Centers for Disease Control and Prevention (www.cdc.gov)
- Food and Drug Administration (www.fda.gov)
- Health Resources and Services Administration (www.hrsa.gov)
- National Institutes of Health (www.nih.gov)
- Agency for Healthcare Research and Quality (www.ahrq.gov)
- U.S. Environmental Protection Agency (www.epa.gov)
- Florida Department of Health (www.doh.state.fl.us)

Public Health Organizations
- American Public Health Association (www.apha.org)
- Association of State and Territorial Health Officials (www.astho.org)
- National Association of County and City Health Officials (www.naccho.org)
- Association of Schools and Program of Public Health (www.aspph.org)
- Florida Public Health Association (www.fpha.org)
- Public Health Foundation (www.phf.org)

- Association of Teachers of Preventive Medicine (www.atpm.org)

International Health
- United Kingdom Public Health Association (www.ukpha.org)
- World Health Organization (www.who.org)
- Global Health Council (www.globalhealth.org)
- Pan American Health Organization (www.paho.org)
- Family Health International (www.fhi.org)

Public Health Data and Information

- CDC Behavioral Risk Factor Surveillance System (www.cdc.gov/brfss)
- Healthfinder (www.healthfinder.gov)
- National Center for Health Statistics (www.cdc.gov/nchs)
- National Library of Medicine (www.nlm.nih.gov)
- National Health Information Center (www.health.gov/nhic)
- National Women's Health Information Center (www.4women.gov)
- Institute of Medicine (www.iom.edu) and National Academy Press (www.nap.edu) –

Other Resources

- Medline Plus (www.nlm.nih.gov/medlineplus)
- Medscape (www.medscape.com)
- Public Health Grand Rounds (national live webcasts) (www.publichealthgrandrounds.unc.edu)
- Florida CHARTS (www.floridacharts.com)
- CDC Wonder (http://wonder.cdc.gov)
- US Census (www.census.gov)
- Fedstats (www.fedstats.gov)
- CDC Mortality and Morbidity Weekly Reports (free subscriptions) (www.cdc.gov/mmwr) and MMWR morbidity and mortality data by time and place (www.cdc.gov/mmwr/distrnds.html)
- State Health Facts (www.statehealthfacts.kff.org) provides individual state health data.
- State Public Health Information Database (www.statepublichealth.org)