PHC 6446 Systems Thinking in One Health (3 credit hours)

Fall: 2020
Delivery Format: Online (asynchronous)
Course Website: E-Learning

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Preferred Course Communications (e.g. email, office phone): canvas email

Prerequisites

Bachelor's or equivalent degree in any field. Other degrees will be considered under instructor's discretion.

Purpose and Outcome

Course Overview

The course is designed for graduate students with a diverse background who intend to expand their knowledge on the multiple dimensions of the One Health vision. Students will be exposed to a variety of lectures, which will be delivered by experts on specific topics as they relate to health. Each lecture will be complemented with a One Health convergence dialogue, in a cross-cutting perspective. Further, the Sustainable Development Goals (SDGs) will serve as the backbone and roadmap to the course. At the beginning of the semester, each student will be randomly assigned one SDG. This SDG will be each student's focus for the duration of the course. Therefore, each student is expected to read about their SDG and master it by the end of the course. Each student will be asked to advocate for their SDG and describe how they intersect with health topics that will be developed during the course, and with other SDGs.

Relation to Program Outcomes

Through this course, students will be able to:

1. Acquire transversal tools to develop novel perspectives to manage real-life complex health problems within and beyond the human health - animal health- environmental health triad.
2. Develop a common language and strengthen the dialogue between different disciplines around One Health.
3. Create professional and research networks in One Health.
4. Identify and expand areas at the interface between health and different disciplines.
5. Increase competitiveness in the working environment through a multidisciplinary and systems thinking approach.

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

1. Describe and apply the One Health philosophy to real-world public health problems.
2. Analyze and apply One Health tools derived from different disciplines.
3. Evaluate and analyze complex/contradictory health problems and propose One Health research approaches.
4. Recognize and select communication and leadership tools to be applied in a One Health setting.
5. Adapt traditional problem-solving approaches, by engaging other disciplines and designing multi and transdisciplinary approaches, and interdisciplinary teams.
6. Analyze the Sustainable Development Goals and understand how they are connected to each other and other topics.

Instructional Methods

1. Lectures: External and internal University of Florida speakers will deliver theoretical recorded lectures complemented with a description of real-life examples which will enable students to integrate the knowledge they acquire into a systems-thinking approach. Students are responsible for reading the assigned readings before the lecture. This will be the main source of content for this course.
2. Online discussions: students are expected to prepare for active discussion on the topics of the week.
3. Readings and Resources. Readings and resources will be posted in the course through Canvas. The reading list may be supplemented during the course.
4. Assessments: one fishbowl discussion, 10 written and graphical assignments, one essay pertaining to these written assignments, comments on online discussions, and the following assignments related to the SDGs: 5 online discussions, one introductory presentation, and one final presentation.

Description of Course Content

The course will be composed of six modules:

Module 1: Introduction, methodology and goals: This module will introduce students to the concept of One Health and systems thinking, and how these lenses can be applied to reframe current views, problems, and solutions. Students will also be exposed to the novel concept of Circular Health.

Modules 2, 3, 4 and 5 will focus on examples of complex systems as they relate to health.

Module 2: Health and healthcare as a concept and overview of healthcare systems. This module will explore human health and human health systems through the lens of philosophy, ethics and health economics.

Module 3: Biodiversity challenges: students will have an overview of the current challenges that come with biodiversity loss and displacement.

Module 4 Globalization and disease: evolving infectious diseases and ecology. This module will also introduce students to environmental health and to the interface between human health and agriculture.

Module 5: Food Systems: This module will address production, animal health and its sustainability, including some political, economic, social, and cultural factors that regulate food production.

Module 6: Emerging interfaces: One Health communication and stewardship. This module will expose students to core competencies for working in a collaborative and interdisciplinary environment and communication skills.

Topical Outline/Course Schedule

Module	Week	Topic	Lecturer	Readings	Activities
1	1 08/31-09/04	Introduction to the course and syllabus	Ilaria Capua	SDGs: https://www.un.org/sustainabledevelopment/sustainable-development-goals/ Fisher et al., 2019	Assignment of one SDG to each student. Assignment of groups. Each student identifies a crisis/scenario by Sunday 06 by 11:59 p.m.
		From No Data to Big Data		Capua and Cattoli, 2018; Evans and Leighton, 2014; Chapters 1 and 2 from: "Integrated approaches to health. A handbook for the evaluation of One Health"	
		Science and Populism		Required: Capua, 2018 Suggested: Movie "Anti-Science the case of Ilaria Capua"	
	2 09/07-09/11	Systems thinking	Christa Court	Trochim et al., 2006; Cabrera Systems TD Framework; Plectica whitepaper; Cognitive Jigs.	Choice of SDG to discuss by Sunday 13 by 11:59 p.m. Assignment 1 is due by Sunday 13 by 11:59 p.m.
	3 09/14-09/18	Systems thinking	Christa Court		Assignment 2 is due by Sunday 20 by 11:59 p.m. First SDG introduced and interventions posted by Wednesday 16 by 11:59 p.m., followed by comments by Sunday 20 by 11:59 p.m.
		Mixed methods research	Sarah McKune	Voinov et al., 2018	

					Each group identifies an article by Sunday 20 11:59 p.m.
2	4 09/21-09/25	What is health	Sara Agnelli	TBD	Second SDG introduced and interventions posted by Wednesday 23 by 11:59 p.m., followed by comments by Sunday 27 by 11:59 p.m. Assignment 3 is due by Sunday 27 by 11:59 p.m.
		Key characteristics of health and healthcare	Rosanna Tarricone (Bocconi University, Italy)	Caselli et al., 2019	
	5 09/28-10/02	Healthcare systems around the world: an overview	Aleksandra Torbica (Bocconi University, Italy)	Part I of "The Myths of Health Care" Adinolfi and Borgonovi, Eds.	Third and Fourth SDG introduced, and interventions posted by Wednesday 30 by 11:59 p.m., followed by comments by Sunday 02 by 11:59 p.m. Assignment 4 is due by Sunday 04 by 11:59 p.m.
3		Tree of Life	Douglas Soltis	Ishaq et al., 2019	
	6 10/05-10/09	Biodiversity	Pamela Soltis	Garrett et al., 2019	Fifth and Sixth SDG introduced, and interventions posted by Wednesday 07 by 11:59 p.m., followed by comments by Sunday 11 by 11:59 p.m. Assignment 5 is due by Sunday 11 by 11:59 p.m.
		Status of Honey Bee Population in U.S.	James Ellis	Li et. al, 2018	

	7 10/12-10/16	Invasive species	Deah Lieurance	Andersen et al., 2004; Vila et al.., 2011; Allan et al., 2010	Seventh SDG introduced, and interventions posted by Wednesday 14 by 11:59 p.m., followed by comments by Sunday 18 by 11:59 p.m. Assignment 6 is due by Sunday 18 by 11:59 p.m.
4		Vector borne diseases	Carla Mavian	Mavian et al., 2018, Grubaugh et al., 2017; Gardner et al., 2017	
	8 10/19-10/23	Responding to Zika, Ebola, Pandemic Influenza, and other Infectious Disease Threats	Sonja Rasmussen	Bell et al., 2016; Rasmussen et al., 2016; Siston et al., 2010	Eight and Ninth SDG introduced, and interventions posted by Wednesday 21 by 11:59 p.m., followed by comments by Sunday 25 by 11:59 p.m. Assignment 7 is due by Sunday 25 by 11:59 p.m.
		Environmental health and drivers of change	Song Liang	TBD; Bedford et al., 2019	
	9 10/26-10/30	Introduction to Digital Epidemiology	Daniela Paolotti (Institute for Scientific Interchange, Turin, Italy)	Vayena et al., 2015	Tenth SDG introduced and interventions posted by Wednesday 28 by 11:59 p.m., followed by comments by Sunday 01 by 11:59 p.m. Assignment 8 is due by Sunday 01 by 11:59 p.m.
5	10 11/02-	New Directions in the Food System Part 1: Where are	Spiro Stefanou	Kickbusch, 2010; Food for Thought, 2017; The Future of retail supply chains;1843 magazine, Death of the calorie https://www.1843magazine.com/features/death-of-the-calorie	Eleventh SDG introduced and interventions posted by Wednesday 04 by

	11/06	we now? Part 2: where are we headed			11:59 p.m., followed by comments by Sunday 08 by 11:59 p.m. Assignment 9 is due by Sunday 08 by 11:59 p.m.
		OIE, FAO and the intersection with WHO and WTO	Saskia Hendrickx	Perry et al., 2013 The Tripartite's Commitment	
	11 11/09- 11/13	Climate Change and Crops	Senthold Asseng	Asseng and Asche, 2019	Twelfth and Thirteenth SDG introduced, and interventions posted by Wednesday 11 by 11:59 p.m., followed by comments by Sunday 15 by 11:59 p.m. Assignment 10 is due by Sunday 15 by 11:59 p.m.
		Value Chain Perspectives: An insight into livestock systems and gender roles	Renata Serra	Required: Coles and Mitchell, 2011; Kristjanson et al, 2010; Farnworth, et al., 2015 Suggested: FAO, 2014; 2017; Gallina, 2016; Galiè and Kantor, 2016.	
6	12 11/16- 11/20	From Integrative Medicine to Integrative Environmental Law	Alyson Flournoy	Horton, 2014	Fourteenth and Fifteenth SDG introduced, and interventions posted by Wednesday 18 by 11:59 p.m., followed by comments by Sunday 22 by 11:59 p.m. Post comment and response to Horton, 2014, by Sunday 22 by 11:59 p.m.
		One Health: Challenging and Promoting Ethics in Research	Catherine Striley	Johnson et al., 2019; DuBois et al, 2018	
	13 11/23-	Art and Science	Sara Agnelli		Essay submission by Sunday 29 by 11:59 p.m.

	11/27				
	14 11/30- 12/04	Introduction to Communication The Message: Communicating Competently	Jade Williams	TBD	Fishbowl discussions and SDG final presentations submitted by Sunday 06 by 11:59 p.m.
		Public Interest Communication	Ricky Telg	TBD	
		Community network integration	Jeff Wilson (Novometrix, Canada)	Wilson et al., 2019	
	15 12/07- 12/09	Fishbowl discussions SDG final presentations	Students		Comments on fishbowl discussion due on Friday 11, and answers to these comments and comments on SDG final presentations due on Sunday 13 by 11:59 p.m.

Course Materials and Technology

The students will need access to a computer, as Canvas, the learning management system supported by the University, will be used as a platform. Log in at https://lss.at.ufl.edu/ and go to course site for PHC6446-Systems Thinking in One Health. Canvas can also be used for communication between the students and course instructors.

Further reading materials will be recommended by the speakers on a lecture basis and will be posted on Canvas. Students are responsible to read the materials before the lectures.

No other type of technology will be needed.

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

Academic Requirements and Grading

Assignments

The students will be assessed through one fishbowl discussion, 10 written and/or graphical assignments, one essay pertaining to these written assignments, threads/comments posted in response to their classmates submissions, and the following assignments related to the SDGs: one introductory presentation, 5 interventions, and one final presentation.

Fishbowl discussion (220 points)
Students will be divided in groups of 3 to 4 people maximum with an attempt to create multidisciplinary teams. Each group will choose a newspaper/magazine or a scientific journal article. Each article will pertain to a different area of health and/or discipline that intersects health and presents a wicked problem. The group will present via a recorded fishbowl discussion by the end of the semester. The discussion will include a summary of the article, highlighting and explaining the major drivers of the problem, and a proposal of one or more multidisciplinary approaches that could contribute to reducing/solving/researching the problem. The group should also include the assigned SDG perspective/link of each member. All the groups will have access to all the articles. Each group will have maximum 15 minutes (minimum 10) to present, followed by maximum 15 minutes (minimum 10) of discussion among the team members on their different perspectives. Once posted, students from the other groups will post their comments on the presentations and the members of each group are required to answer all the comments that will be posted by the members of the other groups.

Group members are expected to:

1. Actively participate in the topic formulation by contributing well-researched answers, including data, links to relevant web sites, or attached copies of articles, presentations, etc. as needed.
2. Present the contents of the article in an appropriate manner, by applying leadership and communication tools related to a One Health setting.
3. Lead a collaborative and thoughtful discussion among the members of the group and with the rest of the class, by applying leadership and communication tools related to a One Health setting.
4. Critically appraise, evaluate and analyze the contents of the article through a One Health philosophy.

5. Clearly show how the One Health tools they have learned could apply to solving/researching the problem/solution/intervention stated in the paper.

6. Propose potential solutions/interventions and/or research of the issues addressed in the article, by applying multi/trans and interdisciplinary approaches.

Rubric:

	Points
Clear summary of the information and statement of the problem presented.	15
Appropriate (quality, capacity to convey the message, and applying communication tools learned through the course) visual/audio/etc. tools for presenting.	45
Appropriate discussion among the team members.	35
Critically appraise, evaluate and analyze the contents of the article through a One Health philosophy (what have the authors missed and what have they included) and link it to each member's SDG.	35
Clear description of how One Health and the tools learned throughout the course can be applied to solve/approach/research the problem through proposing a study/intervention.	35
Propose potential solutions/interventions and/or research of the issues addressed in the article, by applying multi/trans and interdisciplinary approaches.	35
Provide relevant, polite, and well-researched (where needed) answers to all of the posted comments.	15
Proper citation of relevant sources (following the American Medical Association citation style).	5

Assignments 1 through 10 (30 points each- total 300 points)
Each student will choose an agricultural, environmental, public health, and/or ethical crisis/scenario and throughout the course, the student will study its past (origins and context), present (current status), and propose potential solutions/interventions and/or research from a One Health perspective. The same crisis/scenario may be chosen by more than one student. Each assignment will be presented in a graphical/visual format (in the shape of pictures, diagrams, infographics, etc.), and/or a maximum 250-word description.

Rubric:

	Points
Identification and justification for selecting the topic and/or drivers.	10
Description of the driver (how and why is it related to the crisis/scenario).	15
Proper citation of relevant sources (following the American Medical Association citation style).and respecting the word-limit	5

Essay based on written assignments (300 points)

This essay will present the summary of the crisis/scenario accompanied by a critical analysis of its past, present, and future. The essay will be a minimum of 800 words and a maximum of 1200 words, 11-point font. The essay should contain the following:

1. A critical appraisal, evaluation, and analysis of the topic from a One Health perspective.
2. Clear identifications of what the student regards as the main variables/factors driving the crisis (at least 3), using a One Health and systems thinking perspective.
3. A demonstration of how the student's area of expertise and/or cultural perspective can be applied to solve/approach/research the problem.
4. A proposal of at least 2 manners for improving/researching the crisis.
5. The link with the assigned SDG.
6. Proper citation of relevant sources.

Rubric:

	Points
A critical appraisal, evaluation and analysis of the topic from a One Health perspective.	58
Clear identifications of what the student regards as the main variables/factors driving the crisis (at least 3), using a One Health and systems thinking perspective.	58
A demonstration of how the student's area of expertise and/or cultural perspective can be applied to solve/approach/research the problem.	58
The link with the assigned SDG	58
A proposal of at least 2 manners for improving/researching the crisis/scenario.	58
Proper citation of relevant sources and respecting the word-limit (following the American Medical Association citation style).	10

SDGs online discussions and presentations (240 total)

At the beginning of the semester, each student will be randomly assigned one SDG. This SDG will be their focus and will contribute to form the student's point of view for online discussions, assignments and presentations. The SDGs assignments include: one introductory presentation, 5 interventions, and one final presentation.

Introductory presentation: The student will have to deliver a recorded 10-minute introductory presentation between week 3 and 12 that includes a summarized description of the SDG and its potential connections to the week's topic, encompassing the synergies and trade-offs with the topic. This can be a Power Point recording with or without the face of the presenter included. Other recording formats are also accepted.

Five interventions: For each SDG, there will be up to 5 students who will intervene on the SDG introduction. At the beginning of the semester, students will choose the 5 topics during which they would like to intervene. These interventions should last not more than 2 minutes and include the link between the SDG presented by their colleague and their own SDG, and the link between their own SDG and that week's topic. As for the introductory presentation, every type of recording format is accepted for the interventions, which can or not include the presenter's face.

Final presentation: At the end of the semester, each student will give a final recorded presentation of their SDG in 3 minutes that includes the description of the SDG, main synergies between the SDG and three further SDGs, and three ideas to implement synergies. This presentation is meant to be an elevator pitch, hence, maximum one slide can be used, and the recording should include the person speaking in front of the camera.

Rubric SDG introductory presentation (80 points):

	Points
Summary of the SDG	40
Description of how the SDG is related (also potentially) to the week's topic, including synergies and trade-offs.	40

Rubric intervention (10 points each):

	Points
Link to SDG presented	5
Link to week's topic	5

Rubric SDG final presentation (110 points):

	Points
Clear description of the SDG	10
Main synergies between the SDG and 3 other SDGs	50
Three ideas to implement synergies	50

Online discussions (total of 180)
Students are required to post written and/or video and/or solely audio recorded threads to their colleagues' presentations, which include the SDG introductory presentation and interventions, the final SDG presentations, and the fishbowl discussions, and will contribute to the Horton, 2014, article discussion. There will be a total of 23 occasions for the students to post their threads, and a total of 14 postings are required: 5 related to the SDG introductory presentation and interventions (10 points each); 5 related to the final SDG presentations (10 points each); 3 related to the fishbowl discussions (20 points each), and 1 related to the Horton, 2014, article (20 points). The postings can be related to the content or the quality of the presentation and should be original, that is, different from the comments already posted. If the content of the thread requires a reference, please provide it in a written entry following the American Medical Association citation style. Each posting will include: 1) starting a new thread for discussion; 2) Answering to someone else's thread. Each student will submit at least one posting per type of media, that is, one in written format, one in video format, and one in audio format.

Rubric postings related to SDGs presentations

	Points
Start of an original thread	4
Original answer to someone else's comment	4
Media used	1
Appropriate reference if need be	1

Rubric postings related to Fishbowl discussion and the Horton, 2014, article

	Points
Start of an original thread	8
Original answer to someone else's comment	8
Media used	3
Appropriate reference if need be	1

Extra points (10 points each- total 100 points)

Students will have the possibility of participating in 10 live discussions with different lecturers during the semester. These discussions will last one hour, and time and date will be arranged according to the lecturer's and students' availability. Participation in each live discussion will grant 10 extra points.

Grading

Requirement	Due date	Points
Identification and selection of crisis	09/06	No grade
Assignment 1, Summarized description of the crisis.	09/13	30
Identification and selection of a group article	09/20	No grade
Assignment 2, Identification and description of one driver that contributed to the origins of the crisis.	09/20	30
Assignment 3, Identification and description of a second driver, stemming from a different field, that contributed to the origins of the crisis.	09/27	30
Assignment 4, Identification and description of a third driver, stemming from a different field, that contributed to the origins of the crisis.	10/04	30
Assignment 5, Identification and description of one driver that contributes to the maintenance/status quo of the crisis.	10/11	30
Assignment 6, Identification and description of a second driver, stemming from a different field, that contributes to the maintenance/status quo of the crisis.	10/18	30
Assignment 7, Identification and description of a driver factor, stemming from a different field, that contributes to the maintenance/status quo of the crisis.	10/25	30
Assignment 8, Identification and description of a potential solution and/or area of research.	11/01	30
Assignment 9, Identification and description of a second potential solution and/or area of research.	11/08	30
Assignment 10, Identification and description of a third potential solution and/or area of research.	11/14	30
SDG introductory presentation	Week 3- 12	80
SDG online discussions 1-5	Week 3- 12	50
Essay	11/29	300
Fishbowl discussion	12/06	220
SDG final presentation	12/06	110
Comments for online discussions (10 points each)	Week 4- 15 last due on 12/13	180
TOTAL		1240

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

Points Earned	Percentage Earned	Letter Grade
1154-1240	93-100	A
1116-1153	90-92	A-
1079-1115	87-89	B+
1029-1078	83-86	B
992-1028	80-82	B-
955-991	77-79	C+
905-954	73-76	C
868-904	70-72	C-
831-867	67-69	D+
781-830	63-66	D
744-780	60-62	D-
Below 744	Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C-grades.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Exam Policy

Policy Related to Make up Exams or Other Work

Late assignments

Written assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade, unless arrangements have been made in advance with the instructor. Missed assignments will contribute zero points toward your final grade.

You can miss group presentations only under special circumstances. An appropriate assignment to make up for the missed presentation will be discussed on an individual basis.

Special Circumstances. In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. 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

An attendance sheet will be signed at the beginning of each session for the on-campus classes.

Please note all faculty are bound by the UF policy for excused absences.

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

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior

You are expected to maintain a civil tone and respect the opinions of other posters. While commenting on others' posts is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges

Communication Guidelines
You are required to contact the professor by email using the "Inbox" in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly.   Please only use the Canvas "Inbox" to communicate with the course instructor and/or TA. While the instructors and TAs will check their UFL email regularly, they will not be held responsible for email sent directly to their UFL addresses.

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.

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/.

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

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of

accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

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. Online 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.

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