

University of Florida
College of Public Health & Health Professions Syllabus
Adolescent Health and Risk Taking: PHC 6403 (3 credits)
Spring 2021
Delivery Format: HyFlex (Canvas and Zoom)

Instructor Name: Ashby Walker, PhD

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Preferred Course Communications: Direct email to UFL email address

Prerequisites

None

PURPOSE AND OUTCOME

Course Overview

We will assess the primary determinants and outcomes associated with adolescent risk-taking behaviors. There will be an emphasis on substance use, sexual behaviors, nutrition and eating-related issues, injury, violence, and the juvenile justice system. A special focus will be on the interactive nature of risk-taking behaviors and the ways in which health outcomes and risk outcomes are compounded by factors like socioeconomic status, race/ethnicity, and chronic health conditions. We will explore the topics within a theoretical framework, including structural effects on adolescents such as family, school, and peers. We will examine the relationship between psychological and sociological factors, including identity formation, and the effect of person and society on health behaviors and risks. We will assess current intervention programs for both prevention and cessation of risky behaviors, and by the end of the course you will design your own intervention based on the semester's readings and lectures.

Relation to Program Outcomes

Upon successfully completing this course, the goal is for students to be more aware of the significance of understanding development and social contexts in the planning and implementation of interventions aimed at improving the health of adolescents from diverse backgrounds.

Course Objectives and/or Goals

The course objectives for PHC6403 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public health (ASPPH <https://www.aspph.org/teach-research/models/mph-competency-model/>). By the end of this course, students will be able to:

- Identify similarities and differences in health and mental health outcomes among adolescents from diverse ethnic groups
- Describe the environments and social contexts in which adolescents develop, (i.e., family, peer group, school, and neighborhood).
- Apply theoretical and developmental issues to the development of an intervention program targeted for adolescents.
- Demonstrate the skills needed to develop an intervention program for adolescents that may vary based on race, ethnicity, gender, and age.
- Demonstrate a more critical understanding of adolescent development and risk and protective factors for different health behaviors.
- Describe a wide and varied range of topics that impact adolescents on a daily basis.
- Demonstrate abilities to critically evaluate and apply findings from literature to adolescent issues and intervention programs

Instructional Methods

1. Assigned readings (book chapters and/or articles posted to eLearning)
2. Lectures
3. Student-facilitated discussion
4. Reading quizzes
5. Reflection memos
6. Final project

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topics	Readings and Assignments
1	January 14	Course Introduction	NA
2	January 21	Adolescent Health Trends	<ul style="list-style-type: none"> • PDF: Sawyer, SM, Afifi, RA, Bearinger, LH, et al. (2012). Adolescence: A foundation for future health. <i>Lancet</i>, 379, 1630-1640. • PDF: Blum, RW & Qureshi, F. (2011). Morbidity and mortality among adolescents and young adults in the United States. Department of Population, Family, and Reproductive Health, Johns Hopkins Bloomberg School of Public Health. • PDF: Viner, RM, Coffey, C, Mathers, C, et al. (2011). 50-year mortality trends in children and young people: A study of 50 low-income, middle-income, and high-income countries. <i>Lancet</i>, 377, 1163-1174. • Healthy People 2020, Adolescent Health Overview: http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=2
3	January 28	Theoretical Perspectives on Adolescent Health and Development	<ul style="list-style-type: none"> • PDF: Johnson, MK, Crosnoe, R, & Elder, GH. (2011). Insights on adolescence from a life course perspective. <i>Journal of Research on Adolescence</i>, 21, 273-280 • PDF: Raphael, D. (2013). Adolescence as a gateway to adult health outcomes. <i>Maturitas</i>, 75, 137-141. • PDF: Chapter 3 from Adolescent Health [DiClemente] <p><u>Memo #1 Due at the start of class</u></p>
4	February 4	Brain Development: Implications for Adolescent Risk Behaviors	<ul style="list-style-type: none"> • PDF: Blakemore, S.J. & Robbins, T.V. (2012). Decision-making in the adolescent brain. <i>Nature Neuroscience</i>, 15, 1184-1191. • PDF: Rivers, S.E., Reyna, V.F., & Mills, B. (2008). Risk taking under the influence: A fuzzy-trace theory of emotion in adolescence. <i>Developmental Review</i>, 28, 107-144. • PDF: Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. <i>Current Directions in Psychological Science</i>, 16, 55-59. • PDF: Chapter 6 from Adolescent Health [DiClemente] <p><u>Reading Quiz #1</u></p>
5	February 11	Disparities in Adolescent Health and Risk Outcomes	<ul style="list-style-type: none"> • PDF: Viner, RM, Ozer, EM, Denny, S et al. (2012). Adolescence and the social determinants of health. <i>Lancet</i>, 379, 1641-1652. • PDF: Mcleod, JD & Owens, TJ. (2004). Psychological well-being in the early life course: Variations by socioeconomic status, gender, and race/ethnicity. <i>Social Psychological Quarterly</i>, 67, 257-278. • PDF: Chambliss. <i>The Saints and the Roughnecks</i> (1973).

Week	Date	Topics	Readings and Assignments
			<ul style="list-style-type: none"> PDF: Health Care Disparities Among Lesbian, Gay, Bisexual, and Transgender Youth: A Literature Review <p><u>Memo #2</u></p>
6	February 18	The Juvenile Justice System	<ul style="list-style-type: none"> PDF: Agnew Chapter 1 and 4 PDF: Agnew R. Building on the Foundation of General Strain Theory: Specifying the Types of Strain Most Likely to Lead to Crime and Delinquency. <i>Journal of Research in Crime & Delinquency</i>. 2001;38(4):319-362 PDF: Office of Juvenile Justice and Delinquency Prevention (2015) The Prevalence of Adverse Childhood Experiences (ACE) in the Lives of Juvenile Offenders. <u>Reading Quiz #2</u>
7	February 25	Juvenile Justice System (Continued)	<ul style="list-style-type: none"> PDF: Bisop, D. M., & Leiber, M. J. (2011). Racial and Ethnic Differences in Delinquency and Justice System Responses. <i>Oxford Handbook of Juvenile Crime and Juvenile Justice</i>. PDF: Sciandra, M., et al. (2013) Long term Effects of the Moving to Opportunity Residential Mobility Experiment on Crime and Delinquency. (2013) <i>Journal of Experimental Criminology</i>, 9, 451-489. PDF: Justice by Gender: Understanding the Role of Gender in Disposition Decisions Involving Out of Home Placement for Juvenile Offenders <p><u>Memo #3</u></p>
8	March 4	Topics in Adolescent Health: Tobacco Use	<ul style="list-style-type: none"> Link to CDC Fact Sheet: https://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm PDF: NIH Press Release --Teens using vaping devices in record numbers PDF: Miller S, Pike J, Chapman J, et al. The Prevalence and Marketing of Electronic Cigarettes in Proximity to At-Risk Youths: An Investigation of Point-of-Sale Practices Near Alternative High Schools. <i>Journal of Child & Adolescent Substance Abuse</i>. 2017;26(2):119-124. PDF: Tucker, J.S. et al. (2013). Neighborhood characteristics and initiation of marijuana use and binge drinking. <i>Drug and Alcohol Dependence</i>, 123, 83-89. PDF: Pabayo, R., O'Loughlin, J.O., Barnett, T.A., Cohen, J.E., & Gauvin, L. (2012). Does intolerance of smoking at school or in restaurants or corner stores decrease cigarette use initiation in adolescents? <i>Nicotine & Tobacco Research</i>, 12, 1154-1160. <p><u>Quiz 3</u></p>

Week	Date	Topics	Readings and Assignments
9	March 11	Topics in Adolescent Health: Alcohol and Substance Abuse	<ul style="list-style-type: none"> PDF: McMorris, BJ, Catalano, R, Kim, MJ, et al. (2011). Influence of family factors and supervised alcohol use on adolescent alcohol use and harms: Similarities between youth in different alcohol policy contexts. <i>Journal of Studies on Alcohol and Drugs</i>, 72, 418-428. PDF: Tucker, J.S. et al. (2013). Neighborhood characteristics and initiation of marijuana use and binge drinking. <i>Drug and Alcohol Dependence</i>, 123, 83-89. PDF: Darling, N & Steinberg, L. (1993). Parenting style as context: An integrative model. <i>Psychological Bulletin</i>, 113, 487-496. PDF: Stabler M, Gurka K, Lander L. Association Between Childhood Residential Mobility and Non-medical Use of Prescription Drugs Among American Youth. <i>Maternal & Child Health Journal</i>. 2015;19(12):2646-2653 <p><u>Memo #4</u></p>
10	March 18	Topics in Adolescent Health: Sexual Behavior	<ul style="list-style-type: none"> PDF: Chapters 15 and 16 from Adolescent Health [DiClemente] PDF: Madkour, A.S., Farhat, T., Halpern, C.T., Godeau, E., & Gabhainn, S.N. (2010). Early adolescent sexual initiation as a problem behavior: A comparative study of five nations. <i>Journal of Adolescent Health</i>, 47, 389-398. PDF: Trends in adolescent sexual behavior, health, and education PDF: Van Ouytsel J, Van Gool E, Walrave M, Ponnet K, Peeters E. Sexting: adolescents' perceptions of the applications used for, motives for, and consequences of sexting. <i>Journal of Youth Studies</i>. 2017;20(4):446-470. PDF: Kirby D. Abstinence, Sex, and STD/HIV Education Programs for Teens: Their Impact on Sexual Behavior, Pregnancy, and Sexually Transmitted Disease. <i>Annual Review of Sex Research</i>. 2007;18(1):143-177 <p><u>Quiz 4</u></p>
11	March 25	Topics in Adolescent Health: Cyber Risk	<ul style="list-style-type: none"> PDF: Brown, JP & Bobkowski, PS. (2011). Older and newer media: Patterns of use and effects on adolescents' health and well-being. <i>Journal of Research of Adolescence</i>, 21, 95-113. PDF: Litwiller B, Brausch A. (2013) Cyber Bullying and Physical Bullying in Adolescent Suicide: The Role of Violent Behavior and Substance Use. <i>Journal of Youth & Adolescence</i>; 42(5):675-684 PDF: Nathan N, Zeitzer J. (2013) A survey study of the association between mobile phone use and daytime sleepiness in California high school students. <i>BMC Public Health</i>;13(1):1-5 PDF: Mitchell KJ, Wells M, Priebe G, Ybarra ML. Exposure to websites that encourage self-harm and suicide: Prevalence rates and association with actual thoughts of self-harm and thoughts

Week	Date	Topics	Readings and Assignments
			of suicide in the United States. <i>Journal of Adolescence</i> . 2014;37(8):1335-1344 <u>Memo 5</u>
12	April 1	Topics in Adolescent Health: Nutrition, Obesity, and Food-Related Issues	<ul style="list-style-type: none"> • PDF: Spruijt-Metz, D. (2011). Etiology, treatment, and prevention of obesity in childhood and adolescence: A decade in review. <i>Journal of Research on Adolescence</i>, 21, 129-152. • PDF: Alberga, A.S., Sigal, R.J., Goldfield, G., Prud'homme, D., & Kenney, G.P. (2011). Overweight and obese teenagers: Why is adolescence a critical period? <i>Pediatric Obesity</i>, 7, 261-273. • PDF: Walker A.F. et al. 2015. Framing Food and Diabetes. <i>Infant, Child and Adolescent Nutrition</i>. 5: 347-355. • PDF: Food insecurity and rural adolescent personal health, home and academic environment <u>Quiz 5</u>
13	April 8	Topics in Adolescent Health: Injury and Violence	<ul style="list-style-type: none"> • PDF: Chapters 12, 13 and 14 from Adolescent Health • PDF: Masten, SV, Foss, RD, & Marshall, SW. (2011). Graduated driver licensing and fatal crashes involving 16- to-19-year old drivers. <i>Journal of the American Medical Association</i>, 306, 1098-1103. <u>Memo 6</u>
14	April 15	Interventions and Future Directions – Student Presentations	<ul style="list-style-type: none"> • Catalano, RF, Fagan, AA, Gavin, LE et al. (2012). Worldwide application of prevention science to adolescent health, <i>Lancet</i>, 379, 1653-1664. <u>Student Final Projects and Presentations</u> <u>Quiz 6</u>

Course Materials and Technology

Required Readings: Posted on the course website (Canvas) in PDF form and are noted on the course outline by title or “TBD”.

Course Website: The course website is available on Canvas and can be accessed through the [eLearning @ UF](#) website. The weekly schedule, required readings, additional course materials, and other resources are available on this site. You will log into the course website using your GatorLink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Submitting Course Materials: Course assignments should be turned into the eLearning site prior to the beginning of class each week.

Announcements: Course announcements will be made through the announcements tool in Canvas. You are responsible for all information in these announcements. Please update your settings so that you are notified of announcements.

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

1. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., videos or links).
2. **Memos:** Students will complete 5 memos throughout the semester. Memos are 2-4 pages typed, doubled-spaced (standard margins) and use APA, AMA, or ASA citation style when using outside references (including course readings). Memos provide you a chance to succinctly summarize main findings, reflect on the relevance of weekly topics, and apply core concepts to your everyday world. There will be 6 memo topics to pick from and you select 5/6 to submit. Each memo is worth 10 points for a total of 100 points for the semester.
3. **Reading Quizzes:** There will be 6 reading quizzes throughout the semester and you will “keep” your top 5 grades on these (e.g. you can opt out of one weekly quiz). Reading quizzes simply allow you to demonstrate that you are doing the weekly readings – they will not cover the minutia of each reading, but rather, will hit on major concepts and take away findings from the readings. Each quiz is worth 10 points for a total of 100 points for the semester.
4. **Final Project:** To integrate what you’ve learned about Adolescent Health and Risk Taking, and to develop your ability to conduct a meaningful literature review and think about research proposals, you will write a final paper and prepare a final presentation on a topic in Adolescent Health and Risk Taking that you are the *most* interested in. The paper will: (1) provide an overview of the topic, summarizing “what is known” in the literature (2) present current interventions that are in place to address this topic/issue and (3) make a “pitch” for your own ideal version of an intervention to address this issue. The final paper must be 6-8 pages (doubled-spaced) and include 10 references from peer-refereed journals.

You will be graded for the paper portion of this project (50 points) as well as an in class presentation and PowerPoint to your peers (30 points). The final project is worth 80 points.

Grading

Requirement	Due date	Points
Memos	Ongoing	100
Quizzes	Ongoing	100
Final Project	April 15 – <i>Note: if you want feedback prior to the final submission, you must have drafts to me for review by April 8th</i>	80
TOTAL		280

Point System Used

Percentage Earned	Letter Grade
≥261	A
252-260	A-
244-251	B+
232-243	B
224-231	B-
216-223	C+
204-215	C
196-203	C-
188-195	D+
176-187	D
166-175	D-
≤165	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> (graduate students)

Policy Related to Make up Exams or Other Work

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

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

Please note all faculty are bound by the UF policy for excused absences. For graduate students, excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

What is expected of you?

You are expected to actively engage in the course throughout the semester. This includes attending class, being prepared for class, actively engaging in class discussion, and completing all assignments or course-related work. You are expected to do preparatory work (including reading and/or watching videos listed on the syllabus) each week prior to the class where those readings are being discussed. In class you will be asked to initiate ideas, share relevant experiences, reflect on classmate's comments constructively, and critique and extend the course readings and lectures. Rich discussion frequently entails disagreements not only about issues and conceptual approaches to health, but also about basic values. **As a participant in this class, you are expected to be respectful toward others and their views, even if they are radically opposed to your own beliefs.**

Communication Guidelines

All course communications should follow UF's Netiquette Guidelines: <https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

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/>.

On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

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.php.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>. 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.

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