

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6405: Theoretical Foundations of Public Health (3 credit hours)**  
**Summer C 2021**  
Delivery Format: Online

**Instructor Name:**

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Office Hours: By Appointment (Virtual only during Summer of 2021)

**Teaching Assistant:**

Jennifer Maizel, MPH, CHES  
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College of Public Health & Health Professions  
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**Preferred Course Communications:** Please email Dr. Walker with Jennifer Maizel included. Direct Outlook email is the preferred method of communication, not the message function within Canvas. Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

**PREREQUISITES**

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

**PURPOSE AND OUTCOME****Course Overview**

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

**Course Objectives**

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

- Describe and apply the basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.

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

### **What is expected of you?**

You are expected to actively engage in the course throughout the semester. As we do not meet weekly, it is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas and completing a short quiz) each week prior to submitting weekly assignments (including Memos and discussion), which will be spent primarily applying course content to real-world public health problems. Throughout online course assignments, you will be asked to initiate ideas, share relevant experiences, and critique and extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

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

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

### **Instructional Methods**

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

- 1.) Assigned readings (textbook chapters and/or articles posted to eLearning)
- 2.) Lectures/videos (posted to eLearning)
- 3.) A quiz (covering all content presented within the module, including readings and videos)
- 4.) Memos
- 5.) Discussion prompts
- 6.) Participation in one Zoom® Virtual Course Discussions

## **Course Materials and Technology**

**Required Textbook:** Glanz, K., Rimer, B. K., & Viswanath, K. (2015). Health Behavior: Theory, Research, and Practice, 5<sup>th</sup> Edition. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-62898-0

*Note: The 5<sup>th</sup> edition has been substantially updated and much of this new material is included in this class; thus, earlier editions of the textbook should not be used.*

**Additional Required Readings:** Posted on the course website (Canvas) and are noted on the course outline as “TBD”.

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

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

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

**Technical Requirements:** You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

For **other 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>

## **Course Outline**

### **Summer C 2020 Weekly Course Schedule**

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

<i>Week</i>	<i>Date</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments</i>
1	May 10	<b>Course Introduction and Overview</b> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Linking theory, research, &amp; practice</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce yourself discussion post by Monday, 5/17 at 5:00 p.m. EST</li> </ul>

Week	Date	Topics	Readings	Assignments
2	May 17	<b>Health Disparities, Stress &amp; Coping</b> <ul style="list-style-type: none"> <li>Overview of health disparities in the U.S.</li> <li>The role of chronic stress in health and health disparities</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapter 12</li> <li>Watt (2007)</li> <li>Watch: <i>Unnatural Causes</i>, Episodes 5</li> </ul>	<ul style="list-style-type: none"> <li>Week 2 Quiz due by Monday, May 24<sup>th</sup> at 5:00 PM EST</li> <li>Memo #1 due by Monday, May 24<sup>th</sup> at 5:00 PM EST</li> </ul>
3	May 24	<b>Social-Ecological Models &amp; Systems Modeling</b> <ul style="list-style-type: none"> <li>Review of Social-Ecological Models</li> <li>Targeting interventions at various levels</li> <li>Levels of Prevention</li> <li>Systems Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapter 3</li> <li>Shulz &amp; Northridge (2004)</li> <li>McLeroy et al (1988)</li> </ul>	<ul style="list-style-type: none"> <li>Week 3 Quiz by Tuesday, 6/1 at 5:00 PM EST</li> <li>Memo #2 due by Tuesday, 6/1 at 5:00 PM EST</li> </ul> <p><i>*Note: Due dates this week are Tuesday because of Memorial Day Holiday. Most due dates are Monday of each week.</i></p>
4	June 1	<b>Individual Level: Moving from Intention to Behavior</b> <ul style="list-style-type: none"> <li>Review HBM, TRA/TPB</li> <li>Cognitive Dissonance Theory</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapters 4, 5, &amp; 6</li> </ul>	<ul style="list-style-type: none"> <li>Week 4 Quiz by Monday, 6/7 at 5:00 PM EST</li> <li>Discussion #2 answer due by Monday, 6/7 at 5:00 PM EST</li> </ul>
5	June 7	<b>Individual Level: Stage Theories &amp; Motivational Interviewing</b> <ul style="list-style-type: none"> <li>Review Transtheoretical Model</li> <li>Case Study: DARE &amp; Just Say No</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>Week 5 Quiz by Monday, 6/14 at 5:00 PM EST</li> <li>Memo #3 due by Monday, 6/14 at 5:00 PM EST</li> </ul>
6	June 14	<b>Interpersonal Level: Social Cognitive Theory, Self-Determination Theory, &amp; Interpersonal Communication</b> <ul style="list-style-type: none"> <li>Review Social Cognitive Theory (SCT)</li> <li>Self-Determination Theory</li> <li>Using SCT and SDT to design interventions</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapters 8 &amp; 9</li> </ul>	<ul style="list-style-type: none"> <li>Week 6 Quiz by Friday, June 18 at 5:00 PM EST</li> <li>Discussion #3 due by Friday, June 18 at 5:00 p.m. EST</li> </ul> <p><i>Note: Due dates this week are on Friday because of the upcoming summer break.</i></p>

Week	Date	Topics	Readings	Assignments
7	June 21	<b>BREAK WEEK: I have named this “week 7”. There are no course materials, readings, or assignments due during this break.</b>		
8	June 28	<b>Interpersonal Level: Social Support &amp; Social Networks</b> <ul style="list-style-type: none"> <li>Assessing social support &amp; the impact of social support on health</li> <li>Designing interventions to increase social support</li> <li>Assessing and intervening with social networks</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapters 10 &amp; 11</li> <li>Walker, Reducing Health Disparities in T1D by Peer Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Week 8 Quiz by 7/6 at 5:00 PM EST</li> <li>Memo #4 due by 7/6 at 5:00 PM EST</li> </ul> <p><i>Note: Due dates this week are next Tuesday because of the holiday.</i></p>
9	July 6	<b>Health Communication, Social Marketing, &amp; Media Advocacy</b> <ul style="list-style-type: none"> <li>Elaboration likelihood model</li> <li>Social marketing campaigns</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapters 17 &amp; 21</li> </ul>	<ul style="list-style-type: none"> <li>Week 9 Quiz by Monday, 7/12 at 5:00 PM EST</li> <li><b>Media Advocacy Assignment topic due by Monday, 7/12 at 5:00 PM EST</b></li> </ul>
10	July 12	<b>Community Level: Community Engagement &amp; Community Capacity Building</b> <ul style="list-style-type: none"> <li>Principles of community engagement</li> <li>Building community capacity</li> <li>Community empowerment</li> <li>CBPR methods</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapter 15</li> </ul>	<ul style="list-style-type: none"> <li>Week 10 Quiz by Monday, 7/19 at 5:00 PM EST</li> <li>Discussion answer #4 due by Monday, 7/19 at 5:00 PM EST</li> </ul>
11	July 19	<b>Policy Level: Policy Factors and Interventions, Behavioral Economics</b> <ul style="list-style-type: none"> <li>Policy impact on health behavior</li> <li>Behavioral economics</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapter 20</li> </ul>	<ul style="list-style-type: none"> <li>Week 11 Quiz by Monday, 7/26 at 5:00 PM EST</li> <li>Discussion #5 due by Monday, 7/26 at 5:00 PM</li> </ul>
12	July 26	<b>Integrating Theory &amp; Planning Interventions</b> <ul style="list-style-type: none"> <li>Science communication</li> <li>Persuasive writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Glanz “Cross-Cutting Propositions about Using Theory” and “Moving Forward” sections, pg 355-356.</li> </ul>	<ul style="list-style-type: none"> <li>Week 12 Quiz by Monday, 8/2 at 5:00 PM EST</li> <li><b>Media Advocacy Assignment draft due by Monday, 8/2 at 5:00 PM EST</b></li> </ul>

Week	Date	Topics	Readings	Assignments
				<ul style="list-style-type: none"> <li>• Memo #5 due Monday, 8/2 by 5:00 EST</li> </ul>
13	August 2	<ul style="list-style-type: none"> <li>• Intervention Implementation, Dissemination, &amp; Diffusion</li> <li>• Key challenges in implementation &amp; dissemination of interventions</li> <li>• D&amp;I research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapter 16</li> <li>• Damschroder et al. (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Week 13 Quiz by Friday, 8/6 at 5:00 PM EST</li> <li>• <b>Media Advocacy Assignment final due by Friday, 8/6 at 5:00 PM EST</b></li> </ul>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

1. **Syllabus/Academic Integrity Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.
2. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos).
3. **Quizzes:** To encourage completion of the readings/assigned material, and to help assess if there are any areas that students are having difficulty with, you will be asked to complete a quiz on each week's material. This quiz is intended to assess overall comprehension of the material and you will have two attempts each week to complete the quiz. Questions are randomly drawn from a question bank, however, so it is unlikely that you will see the exact same set of questions each time. **Each quiz is worth 5 points. You will be able to drop your lowest quiz score for a total of 50 points for the semester.**
4. **Memos:** Students will complete 5 memos throughout the course. Memos are 2-3 pages typed, doubled-spaced (standard margins) and use APA 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. Due dates for memos are reflected on the course syllabus and must be submitted to Canvas when they are due. **Each memo is worth 20 points for a total of 100 points for the semester.**
5. **Online Discussion Participation & Weekly Activities:** The exchange of ideas between colleagues is a key aspect of learning and is a required activity in this course. In several modules, we will have a group discussion component; more information on these assignments will be provided under the appropriate module. Please consult the rubric posted online on Canvas for an outline of what we are looking for in the discussion posts

and how they will be scored. **Students can earn up to 10 points each week for discussion participation (5 discussions), for a total of 50 points over the course of the semester.**

6. **Zoom® course discussion:** To build community among students and foster opportunities for organic discussion, students will participate in one conference call with classmates and the professor and TA via the Zoom® teleconferencing platform. Early in the semester we will establish the best times to hold our teleconferences via a Doodle Poll and then send all call-in details. Zoom is free for you to use and can be added on your iPhone or computer with instructions here: [<https://www.zoom.us/>]. **Participation in this discussion is worth 20 points total.**
7. **Media Advocacy Assignment:** To integrate what you've learned about behavior change theories and health communication, and to hone your ability to translate scholarly literature into writing that can appeal to the general public, you will be asked to prepare a letter to the editor/op ed on a public health topic of your choosing. Topics are to be submitted via Canvas by July 13 at 5 PM. A draft of your letter/op end should be submitted via Canvas by August 6 at 5 PM. A final version of your op-ed is due August 13 at 5:00 PM. **The Media Advocacy Assignment is worth 50 points.**

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

### Grading

<i>Requirement</i>	<i>Due date</i>	<i>Points</i>
<b>Module Quizzes</b>	Ongoing	50
<b>Memos</b>	Ongoing	100
<b>Discussion Answers</b>	Ongoing	50
<b>Media Advocacy Assignment</b>	Topic due by July 12 by 5:00 PM; Draft due by August 2; final assignment to be submitted via Canvas by 5pm August 6.	50
<b>Zoom Discussion</b>	Time TBD based on student schedules	20
<b>TOTAL</b>		<b>270</b>

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

<i>Points earned</i>	≥250	249-242	241-234	233-223	222-215	214-209	208-197	196-188	187-183	182-169	168-161	≤160
<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

NOTE: Points are **not** rounded up at the end of the semester, and **grades are not curved**.

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

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

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

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

### **Exam Policy**

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

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

#### **Policy Related to Technical Issues**

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

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

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar's Office.

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

#### **Inclusive Learning Environment:**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

#### **Academic Integrity**



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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

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

### **Turnitin**

Academic integrity is a serious issue that has been a growing problem at universities. I have a zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people’s work. With each assignment you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity. I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.

### **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.ua.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.ua.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 Disability Resource Center](#) (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

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

[The Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the [U Matter We Care](#) website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [Student Health Care Center](#) website.

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

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **U Matter, We Care:**



Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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