**University of Florida**

**College of Public Health & Health Professions**

**PHC 6003: Epidemiology and Prevention of Chronic Disease and Disability (3 credit hours)**

Fall 2021

Delivery Format: Online (Blended format Asynchronous + Synchronous)

**Syllabus**

Instructor Name: Thomas A Pearson MD, MPH, PhD, Dongyu Zhang, MD, PhD  
Email Address: [tapearson@ufl.edu](mailto:tapearson@ufl.edu); [dzhang2@ufl.edu](mailto:dzhang2@ufl.edu) (Dr. Zhang will be the main instructor to contact)  
Graduate Assistants: Erta Cenko MSPH, [ertacenko@ufl.edu](mailto:ertacenko@ufl.edu)   
Preferred Course Communications: Canvas messages, emails**Prerequisites**Introductory Epidemiology Course preferred or by consent of instructor.

**Course Overview**

This course will focus on the distribution and determents of major chronic diseases and their risk factors. Chronic diseases have been the leading cause of mortality for over 100 years and contribute to the majority of disability and health care visits in the US and the rest of the industrialized world. The list of individual chronic diseases of public health importance is extensive. This course will focus on conceptual and methodological issues related to the study of most chronic diseases. Cardiovascular disease will be the model for many of the epidemiologic examples used in this course, due to the extensive and established nature of its evidence base. The concepts and methods illustrated are pertinent to most other chronic diseases, and individual courses on their epidemiology can be taken for disease-specific content.

**Course Objectives and/or Goals**

1. To understand the multifactorial etiology and pathophysiology of chronic diseases.
2. To know the various epidemiologic study designs and their strengths/weaknesses in the study of etiology and natural history of chronic diseases.
3. To be able to define incident and prevalent cases of select chronic diseases, using traditional and clinical epidemiologic research methods.
4. To understand the concept of “risk factor” as it pertains to chronic diseases and the means to define them.
5. To be able to access the evidence base for interventions at the individual and community levels which reduce the risk of chronic disease incidence and mortality.
6. To understand how epidemiologic studies of chronic disease are translated into diagnosis, treatment and prevention programs and policies.
7. To be able to read, interpret, and critique published reports of epidemiologic studies of chronic disease.

**Instructional Methods**  
1) **Lectures**: This is an online course that includes viewing of recorded lectures, quizzes, completion of written assignments, and participation in an asynchronous discussion board. Students will independently view recorded lectures and complete assigned readings.

2) **Readings**: Assigned readings in the required textbook or published literature are intended to supplement the lectures. Additional readings may be added during the course.

3) **Assignments**:

a) Synchronous meetings via Zoom: Three one hour meetings will entail a Course Introduction and discussions of methods and risk factor sections of the course as well as prior to the examination.

b) Asynchronous discussion board sessions: Students will be required to engage in the asynchronous discussion board throughout the week, after reading the published material and viewing the recorded lectures.

c) Take home essay tests. Two take home quizzes will be required but following their grading and review, will also be the topic of discussion.

d) Team presentations: In teams of 2-4 students, a twenty minute presentation will focus on a topic regarding a major chronic disease. The student teams will obtain preapproval of the topic by course director/graduate assistant and submit an organized twenty minute presentation. These presentations will be carried out in the final two weeks of the course via synchronous Zoom meetings. The presentations are required in Power Point version. Each student should participate equally in the presentation.

**PHC 6003: Epidemiology of Chronic Disease and Disability   
Topical Outline/Course Schedule**

The class assignments and discussions are asynchronous, unless noted otherwise in the syllabus.

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| ***Week/Date*** | Topic | ***Lecturer*** | ***Required Readings*** | ***Assignment*** |
| ***Week 1***  Aug 23 | 1. Course Introduction   Synchronous meeting I  (1 hour, through Zoom)   1. Global Burden of Chronic Disease 2. Biology of Chronic Disease: Atherosclerosis | Pearson/Cenko/Zhang  Pearson/Zhang  Pearson/Zhang | Course Syllabus  US Burden of Disease (1)  Harris R., Chapter 1, 3 | - Student introductions through the discussion board are encouraged  -  - |
| ***Week 2***  Aug 30 | 1. Chronic Disease Surveillance 2. Cardiovascular Disease by County 3. Florida Population Databases and UF Libguide | Pearson/Zhang  Pearson/Zhang  Meyer | Harris R.,  Chapter 2  JAMA (2)  http://guides.uflib.ufl.edu/c  .php?g=147290&p=966872 | -  -  Identify and discuss 3 Datasets in LibGuide |
| ***Week 3***  Sep 6 | 1. Observational Studies of Chronic Disease 2. Epidemiology of Coffee – Drinking 3. Predictive Risk Evaluation: Lifetime Risk | Pearson/Zhang  Pearson/Zhang  Cenko | Framingham Heart Study (3)  LaCroix (4)  Lifetime risk (5) | -  Critique discussion  Calculate your lifetime risk of CVD |
| ***Week 4***  Sep 13 | 1. Randomized Clinical Trials 2. Randomized trials 3. Selection of Topic for Team Report | Pepine  Pearson/Zhang  Cenko/Zhang | CANTOS Trial (6)  Harris R. (chapter relevant to team presentations) | Critique of RCT  Identify team and topic |
| ***Week 5***  Sep 20 | 1. Community Intervention Trials 2. Prevention of Heart Disease and Stroke at Community Level 3. Evaluation of community interventions. | Pearson/Zhang  Pearson/Zhang  Pearson/Cenko | Harris R., Chapters 3, 6  AHA Community Guidelines (7)  Franklin Co. Study (8) | Take home essay I due  -  Discussion |
| ***Week 6***  Sep 27 | 1. Diet and Nutrition 2. Epidemiology and Prevention of Neural Tube Defects 3. Epidemiology of Chocolate 4. Synchronous meeting II   (1 hour, through Zoom) | Pearson/Zhang  Rasmussen  Pearson  Pearson/Cenko | Harris R., (chapter relevant to team presentations) | -  -  Discussion |
| ***Week 7***  Oct 4 | 1. Family history and genetics 2. Chronic Disease Pedigree | Pearson  Cenko | Genetic Epidemiology (9)  CDC Family History Pedigree (10) | Submit Pedigree  Discussion |

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| ***Week 8***  Oct 11 | 1. Social Determinants of Health 2. Precision Public Health 3. Place Matters: UF Program in Precision Public Health | Pollack  Pearson  Pearson | Khoury et al (11) | -  -  Discussion |
| ***Week 9***  Oct 18 | 1. Tobacco 2. Alcohol use 3. Policy Exercise | Lopez-Quintero  Pearson  Pearson/Zhang | Harris R.,  Chapter 13  Harris R.,  Chapter 20  AHA Guidelines | -  -  Development of Alcohol Guidelines/Policy |
| ***Week 10***  Oct 25 | 1. Obesity 2. Diabetes/Pre-diabetes 3. Diabetes Risk Calculator | Perri  Donahoo  Donahoo/ Pearson | Harris R.,  Chapter 42  Harris R.,  Chapter 41  Gurka et al (13) | Take Home Essay II due  -  Calculating diabetes/CV risk |
| ***Week 11***  Nov 1 | 1. Hypertension 2. Hypertension guidelines 3. Class discussion | Cooper-Dehoff  Pearson/Zhang  Cenko | Harris R.,  Chapter 10  AHA/ACC Guidelines (14) | -  -  Discussion |
| ***Week 12***  Nov 8 | 1. Lipid and Lipoprotein Disorders 2. 2018 Cholesterol guidelines 3. Team Presentations I   (2 hours, synchronous Zoom) | Pearson/Zhang  Pearson/Zhang  Pearson/Cenko  Zhang | AHA/ACC Guidelines(15)  Harris R., Chapters specific to student presentations | Discussion of Guidelines  -  Team Presentations and Discussion |
| ***Week 13***  Nov 15 | 1. Physical Activity 2. US Physical Activity Guidelines 3. Team Presentations II   (2 hours, synchronous Zoom) | Cenko  Cenko  Pearson/Cenko/  Zhang | Harris R.,  Chapter 46  US Guidelines(16)  Harris R., Chapters specific to student presentations | -  Discussions of Guidelines  Team Presentations and Discussion |
| ***Week 14***  Nov 22 | 1. Inflammation and Related Conditions 2. Prevention of Chronic Disease 3. Synchronous Meeting III   (1 hour, via Zoom) | Pearson/Zhang  Pearson/Zhang  Pearson/Zhang | Harris R.,  Chapter 47  AHA/ACC Guidelines (17) | -  -  Discussion |
| ***Week 15***  Nov 29 | 1. Final examination 2. Course reviews and evaluations | Cenko/Zhang  Cenko/Zhang |  |  |

**Course Instructors and Invited Lecturers**

* Thomas A. Pearson, MD, MPH, PhD
* Dongyu Zhang, MD, PHD
* Michael Perri, PhD, ABPP
* Catalina Lopez-Quintero, MD, PhD
* William. T Donahoo, MD
* Sarah Meyer, MLIS
* Rhonda Cooper-DeHoff, Pharm.D., M.S., FAHA, FACC
* Sonja Rasmussen, MD, MS
* Erta Cenko, MSPH
* Jacqueline Pollack, MSc

**Course Materials and Technology Requirements**

The required text is: Epidemiology of Chronic Diseases: Global Perspectives, Randall E. Harris, Publisher: Jones & Bartlett Learning, ISBN: 9781449653286

**Completion of the assigned readings from this text is mandatory. Other readings will be selected from articles published in peer reviewed journals. Lecture presentations will highlight, review, and expand upon the most important aspects of the assigned reading materials. Students are still responsible for mastering any content from the assigned readings, exercises, or assignments that is NOT covered in a lecture presentation. Exams will cover all course content covered in assigned readings, exercises, discussions, and lecture presentations.**

**Articles and other resources will be posted on e-Learning.**

1. The US Burden of Disease Collaborators. The State of US Health, 1990-2016. JAMA 201;l 319:1444-1472.
2. Dwyer-Lindgren, L, Bertozzi-Villa A, et al. US County-Level Trends in Mortality Rates for Major Causes of Death, 1980-2014. JAMA 2016; 316:2385-2401
3. Kannel WB, et al. Factors of Risk in the Development of Coronary Heart Disease—Six-Year Follow-up Experience: The Framingham Study. Ann Intern Med. 1961;55:35-50.
4. LaCroix A. et al, Coffee Consumption and the Incidence of Coronary Heart Disease. NEJM 1986; 315:977-82.
5. Barry JD, et al. Lifetime Risks of Cardiovascular Disease. NEJM 2012; 366:321-9
6. Ridker PM, et al. Antiinflammatory Therapy with Canakinumab for Atherosclerotic Disease NEJM 2017; 377:1119-1131
7. Pearson TA, et al. American Heart Association Guide for Improving Cardiovascular Health at the Community Level, 2013 Update. Circulation 2013; 127:1730-1753.
8. Record B, et al. Community-wide Cardiovascular disease prevention progress and health outcomes in a rural county, 1970-2010. JAMA 2015; 313:147-155.
9. Fallin MD, et al. Genetic Epidemiology and Public Health: The Evolution From Theory to Technology: AM J Epidemiology of 2016; https://doi.org/10.1093/aje/kww001
10. My Family Health Portrait- CDC: https://phgkb.cdc.gov/FHH/html/index.html
11. Khoury MJ, et al. Am J Prev Med 2016; SO: 398-401.
12. Pearson, TA. Alcohol and heart disease. Circulation 1986; 94:3023-5.
13. Gurka MJ et al. Independent Associations Between Metabolic Syndrome Severity and Future Coronary Heart Disease by Sex and Race. Diabetologia 2017; 60:1261-127
14. Whelton, PK et al. Prevention, Detection, Evaluation, and Management of High Blood Pressure in Adults. Hypertension 2017;71:e13-e115.
15. Grundy SM et al. AHA/ACC Guidelines on the management of blood cholesterol: Circulation 2018; DIO: 10.1161/CIR.0000000000000625.
16. Physical Activity Guidelines Advisory Committee Report Part A: Executive Summary. Nutr. Rev 2009;67; 114-20.
17. Pearson TA, et al. Markers and inflammation and cardiovascular disease. Circulation 2003; 07:499-511.

**Required Equipment**

Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed on the Online Student Resources page. This course is delivered entirely online using the University of Florida’s e-Learning in Canvas Course Management System. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

**Technical Support**

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact:

Name: Online MPH Program  
Email Address: email Mark Hart and Truly Hardemon through Canvas Inbox

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

Phone Number: (352) 392-HELP (4357) Option 2  
Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)  
Webpage with Chat: UF Computing Help Desk

**ACADEMIC REQUIREMENTS AND GRADING**

**The evaluation of student performance in PHC 6003 will consist of four parts:**

**Final examination (30%):** This will be an online multiple choice question examination to assess comprehension of course materials and cognitive learning objectives. Material for the entire course will be assessed. The exam is closed book and three hours will be allotted to complete it.

**Two take-home essay tests: (30% -15% each)** This will be an open-book test with essay format. These essays will test comprehension and skill objectives for the course. Individual essays will be graded with comments and a discussion for student questions will be held one week after the examination is submitted**.**

**Team presentations: (25%)** These will be a 20 minute oral presentation by teams of 2-4 students. Team will be asked to present a formal discussion of an issue in the chronic disease of their choice, according to those chapters in the Harris et al textbook. The same grade will be given to all members of the team unless all students do not contribute to the presentation. This will assess the comprehension skills and learning objectives.

**Asynchronous discussion board participation and class synchronous participation: (15%)** This will assess engagement of the student in discussion of the assignments, essays tests, and team presentations.

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

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| Points earned | 94.0 –  100.0 | 90.0 – 93.9 | 87.0 – 89.9 | 84.0 – 86.9 | 80.0 – 83.9 | 77.0 – 79.9 | 74.0 – 76.9 | 70.0 – 73.9 | 67.0 – 69.9 | 64.0 – 66.9 | 61.0 – 63.9 | 0  –  60.9 |
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |

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

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| 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 |

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.

**Online Synchronous Sessions Policy:**

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.

**Response/feedback policy**

A member of the instruction team will respond to communications (emails, phone calls, communications through Canvas) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

**Exam Policy**

**Policy Related to Make up Exams or Other Work**Students will be allowed to make-up quizzes, assignments, and discussion board activities for acceptable reasons as described in the Graduate Catalog. See: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

If you are unable to submit an assignment on time, it is your responsibility to contact the instructor through Canvas mail as soon as possible to request an alternate arrangement and due date. If an alternate arrangement is not requested or offered then no credit will be given for the assignment. Any approved make-up assignments should be submitted to the instructor through Canvas mail.

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 Attendance**

This is an online course and therefore, attendance means you are expected to complete the course learning activities so that you meet the established deadlines. In addition, you are required to participate in all the synchronous class meetings. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT   
Expectations Regarding Course Behavior**

**Communication Guidelines**The preferred mode of communication with the course instructors is via email feature on Canvas. While emailing instructors, please make sure to copy both instructor and graduate assistant on the mail. This way we can ensure prompt response to your emails.

**Participation**Professional and respectful behavior is expected of all students participating in this course. Please be aware that all assignments and homework are due on the specified date and time.

**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.

**Professionalism and COVID**

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

* You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
* If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
* Continue to follow healthy habits, including best practices like frequent hand washing.
* Avoid crowded places (including gatherings/parties with more than 10 people)

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. Hand sanitizing stations will be located in every classroom.

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. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

**COVID-19 Symptoms**

See https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

**Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.  The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding.  All other purposes are prohibited.  Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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>

# 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/](https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZlYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFRywCoehRho&s=itVU46DDJjnIg4CW6efJOOLgPjdzsPvCghyfzJoFONs&e=). 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, 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.
* **U 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>
* **University Police Department**: [Visit UF Police Department website](https://police.ufl.edu/) 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](https://ufhealth.org/emergency-room-trauma-center).

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](http://www.multicultural.ufl.edu)