

## PHC6937 Social Stratification and Health (3 credit hours)

Fall 2021

Delivery : Online

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Instructor Name: Ashby Walker, PhD  
Phone Number: 352-273-8278  
Email Address: afwalker@ufl.edu  
Office Hours: By appointment via Zoom  
Teaching Assistants: NA  
Preferred Course Communications: Please email Dr. Walker

**Prerequisites** None

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### **Purpose and Outcome**

#### **Course Overview**

This course explores the extent, the causes, and the consequences of social and economic inequality in the U.S. on health. The course will examine these topics through the lens of two central concepts in social stratification: social inequality and social mobility, with a particular emphasis on intergenerational patterns of mobility within the U.S. as it relates to health, illness, and well-being. The course will provide students with an understanding of the following content areas: (1) theoretical foundations for understanding social stratification and health (2) research on social stratification and health and (3) social stratification and the social organization of medical care. Topics covered in this class will be applied to a broad range of diseases and medical conditions for pediatric and adult populations, including Type 1 Diabetes (an autoimmune disease) as well as Type 2 Diabetes.

#### **Relation to Program Outcomes**

This course is intended for MPH or PhD students in public health and was developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public Health (ASPPH) and with the student learning outcomes (SLOs) for UF's MHP and Ph.D. in Public Health programs. This course seeks to establish a foundational understanding of the intersections between inequality and health in the U.S. that can be built upon throughout the entirety of the students' program of study and into their future careers as public health practitioners.

#### **Course Objectives and/or Goals**

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

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.

3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
4. Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
5. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
6. Apply ethical principles to public health program planning, implementation and evaluation.
7. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
8. Work collaboratively as part of a public health team.

### **Instructional Methods**

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

### *What is expected of you?*

You are expected to actively engage in the course throughout the semester. This includes completing all assignments or course-related work each week. You are expected to do preparatory work (including reading and/or watching videos listed on the syllabus) each week prior to submitting your memos. Through Zoom discussion groups, 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.

- **Late work is not accepted.** It is vital that you let me know ahead of time if you have conflicts when something is due and submit your assignment prior to that class (unless it is an emergency and you are unable to do so).
- **Class engagement is vital.** The expectation is that each week you are watching posted lectures, completing readings, and submitting all materials by the dates they are due.

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## **Description of Course Content**

### **Topical Outline/Course Schedule**

**University of Florida  
College of Public Health & Health Professions Syllabus**

<b>Week</b>	<b>Date(s)</b>	<b>Topic(s)</b>	<b>Readings and Assignments</b>
1	August 23	Course Introduction and Overview	<p>Watch the PBS documentary Blood Sugar Rising (link via the ELearning Site)</p> <p>*van Dorn et al. (2020) COVID-19 Exacerbating Inequalities in the US</p> <p>*Millett et al. (2020) Assessing Differential Impacts of COVID-19 on Black Communities</p> <p>*Mahajan et al. (2020) Racial Demographics and COVID-19 Confirmed Cases and Deaths: A Correlational Analysis of 2886 US Counties</p>
2	August 30	Social Stratification in the US	<ul style="list-style-type: none"> <li>• ELearning PDF: Chetty et al. (2014) <i>Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility</i>. National Bureau of Economic Research working paper.</li> <li>• ELearning PDF: Lareau A. (2002) <i>Invisible Inequality: Social Class and Childrearing in Black Families and White Families</i>.</li> <li>• ELearning PDF: Jerrim &amp; Macmillan (2015) <i>Income Inequality, Intergenerational Mobility, and the Great Gatsby Curve: Is Education the Key?</i></li> </ul> <p><u>Memo #1 Due September 7 11:59 PM (Note, this memo is due on Tuesday given the holiday 8/6)</u></p>
3	Sept 7 (Note, 8/6 is a holiday)	Health Disparities in the US and Social Ecological Approaches	<ul style="list-style-type: none"> <li>• Barr Chapters 1, 2</li> <li>• ELearning PDF: Schulz &amp; Northridge (2004) <i>Social Determinants of Health</i></li> <li>• ELearning PDF: Adler &amp; Rehkopf (2008) <i>US Disparities in Health</i></li> <li>• ELearning PDF: <i>CDC Health Disparities and Inequalities Report</i> (Reference only)</li> </ul> <p><u>Memo #2 Due September 13 11:59 PM</u></p>
4	Sept 13	Health Disparities in the US (continued)	<ul style="list-style-type: none"> <li>• Barr Chapters 3, 4</li> <li>• Watch <i>Unnatural Causes</i> [Episodes 1 “In sickness and Wealth” and 2 “When the Bough Breaks”]</li> <li>• View national webinar I gave (see link to video on CANVAS)</li> </ul> <p><u>Memo #3 Due September 20 11:59 PM</u></p>

**University of Florida  
College of Public Health & Health Professions Syllabus**

5	Sept 20	Health Disparities in the US: Race and Ethnicity	<ul style="list-style-type: none"> <li>• Barr Chapters 5, 6, &amp; 8</li> <li>• ELearning PDF: Chetty et al. (2014) <i>Race and Economic Opportunity in the United States: An Intergenerational Perspective</i></li> </ul> <p><u>Memo #4 Due September 27 11:59 PM</u></p>
6	Sept 27	Case Studies: Overview of Type 1 Diabetes	<p>Chapters 1 &amp; 2 from <i>Diabetes In America</i> (see NIDDK NIH link for access)</p> <ul style="list-style-type: none"> <li>• Barr Chapter 7</li> <li>• ELearning PDF: Walker et al. <i>Type 1 Diabetes though Two Lenses</i></li> <li>• Class Guest: Dr. Michael Haller (Chief of Pediatric Endocrinology at UF)</li> </ul> <p><u>Memo #5 Due October 4 11:59 PM</u></p>
7	Oct 4	Type 1 Diabetes and Health Disparities in the US and Interventions	<ul style="list-style-type: none"> <li>• ELearning PDF: Secretst et al. <i>Association of SES with Mortality in T1D</i></li> <li>• ELearning PDF: CDC <i>Diabetes Deaths in Children</i></li> <li>• ELearning PDF: Walker et al. <i>All for ONE Peer Mentoring Program</i></li> </ul> <p><u>Memo #6 Due October 11 11:59 PM</u></p>
8	Oct 11	Type 1 Diabetes and Health Disparities and Interventions (Continued)	<ul style="list-style-type: none"> <li>• ELearning PDF: Walker et al. <i>Democratizing Knowledge of T1D: ECHO</i></li> </ul> <p><u>Memo #7 Due October 18 11:59 PM</u></p>
9	Oct 18	Type 1 Diabetes and Racial Health Disparities: Implicit Bias and "Access"	<p>Barr Chapters 8 &amp; 9</p> <ul style="list-style-type: none"> <li>• ELearning PDF: Walker et al. <i>Barriers to Technology Use and Endocrinology Care</i></li> <li>• ELearning PDF: Abdalla et al. <i>A Decade of Disparities in Technology Use</i></li> <li>• ELearning PDF: Willi et al. <i>Racial-Ethnic Disparities in Management and Outcomes Among Children with Type 1 Diabetes</i></li> </ul> <p><u>Memo #8 Due October 25 11:59 PM</u></p>
10	Oct 25	Case Studies: Overview of Type 2 Diabetes	<ul style="list-style-type: none"> <li>• Chapter 3 and 13 from <i>Diabetes in America</i></li> <li>• Chapters 1-3 of <i>Mama Might be Better off Dead</i></li> </ul> <p><u>Memo #9 Due November 1 11:59 PM</u></p>

**University of Florida  
College of Public Health & Health Professions Syllabus**

11	Nov 1	Type 2 Diabetes and Health Disparities in the US	<p>Chapter 8 from <i>Diabetes in America</i></p> <ul style="list-style-type: none"> <li>Chapters 4-8 from <i>Mama Might be Better off Dead</i></li> </ul> <p><u>Memo #10 Due November 8 11:59 PM</u></p>
12	Nov 8	Type 2 Diabetes and Race	<p>Guest speaker Dr. Lisa Scarton</p> <ul style="list-style-type: none"> <li>Chapters 9-12 in <i>Mama Might be Better off Dead</i></li> <li>ELearning link to Race and T2D: <a href="http://www.diabetesforecast.org/2017/nov-dec/race-and-type-2-diabetes.html">http://www.diabetesforecast.org/2017/nov-dec/race-and-type-2-diabetes.html</a></li> </ul> <p><u>Memo #11 Due November 15 11:59 PM</u></p>
13	Nov 15		<u>Memo #12 Due November 22 11:59 PM</u>
14	Nov 22	Thanksgiving	NA
15	Nov 29	Course Conclusion	NA
16	Dec 6	Student Presentations	<u>Final Projects Due December 13 12:00 AM</u>

**Course Materials and Technology**

Required Textbook: Barr, Donald A. (2014). *Health Disparities in the United States: Social Class, Race, Ethnicity, and Health (2<sup>nd</sup> Edition)*. ISBN: ISBN-13: 978-1421414751; ISBN-10: 1421414759

Required Reader: Abraham, Laurie Kaye. *Mama Might be Better off Dead: The Failure of Health Care in Urban America*. University of Chicago Press. ISBN-13: 978-0226001395; ISBN-10: 0226001393

*Additional Required Readings:* Posted on the course website (Canvas) and are noted on the course outline as "TBD". Many of these will be chapters from a book that is open-access: <https://www.niddk.nih.gov/about-niddk/strategic-plans-reports/diabetes-in-america-3rd-edition>

**Course Website:** The course website is available on Canvas and can be accessed through the [eLearning @ UF](#) website. The weekly schedule, additional course materials, 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 submitted via the e-Learning site.

**Announcements:** Course announcement will be made by email so it is vital that you check your UFL email daily during the semester.

**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: Truly Hardemon, MEd

Phone Number: 352-273-5822

Email Address: [hardemont@ufl.edu](mailto:hardemont@ufl.edu)

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## Academic Requirements and Grading

### Assignments

1. **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).
2. **Memos:** Each week students will complete memos. Memos are 2-3 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 12 memo topics to pick from and you select 10/12 to submit. **Each memo is worth 20 points for a total of 200 points for the semester.**
3. **Zoom Discussion:** To build community for our online course, there will be “live” Zoom discussions throughout the semester – offered at times to accommodate the diverse scheduling needs of our students. You will be required to attend 2 out of the 5 times offered. **Participating in 2 Zoom discussions is worth 30 points.**
4. **Final Project:** To integrate what you’ve learned about social stratification and health, and to develop your ability to think critically, your final project will involve a paper and presentation on racial health disparities in the U.S. and a proposed intervention. This does not need to be on diabetes-related outcomes, but can address any area of health and wellness that you are interested in. The project will be graded for the paper portion (50 points) as well as a PowerPoint presentation you will upload to the ELearning site (30 points). The final project is worth 80 points.

**Grading**

Requirement	Due date	Points
<b>Memos</b>	Ongoing	<b>200</b>
<b>Zoom Sessions</b>	Ongoing, Students attend 2 (15 points each)	<b>30</b>
<b>Final Project</b>	<i>Note: if you want feedback prior to the final submission, you must have drafts to me for review by November 14<sup>th</sup></i>	<b>80</b>
<b>TOTAL</b>		<b>310</b>

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

<b>Points earned</b>	≥289	280-288	274-279	259-273	250-258	244-249	229-243	220-228	214-219	199-213	190-198	≤189
<b>Letter Grade</b>	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. 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.

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>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **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.

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**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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>

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

### **Expectations Regarding Course Behavior**

To maximize the use of class time, you are expected to:

1. Look at Canvas for notes and announcements prior to each class
2. Read assigned readings and watch all films and lectures that appear in each module

### **Communication Guidelines**

Please email the instructor directly (email address above) rather than using the messaging tool in Canvas. For digital communication expectations see: Netiquette Guidelines:

<http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **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.

### **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](mailto: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](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://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/>. 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](#) 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.](#)

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)

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