

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**Course Number: PHC 6251 Assessment and Surveillance in Public Health (3 Credit Hours)**  
**Summer A/C 2022 On Campus Program**  
Delivery Format:  
e-Learning in Canvas

---

**Instructor Name: Amy Blue, PhD**

Email Address: amy.blue@phhp.ufl.edu

Office Hours: Thursdays at 10 AM; by appointment (preferred)

**Teaching Assistants:**

**Office Phone:** 352-273-8477

**Preferred Course Communications (e.g. email, office phone): Email for questions and email for appointment. Please note that night or weekend email may not be answered until next business day.**

---

**PREREQUISITES**

PHC 6410 is a pre-requisite, unless exception has been made by the course director.

---

**PURPOSE AND OUTCOME**

**Course Overview**

This course is designed to provide students with the knowledge, skills, and methods for conducting community health assessments to identify factors that affect the health of a population.

**Relation to Program Outcomes**

This course is a core requirement for the Social Behavioral Science (SBS) Concentration in the Masters of Public Health Program. It addresses several of the required SBS public health competencies:

- 1) Apply the principles of community participation in public health interventions.
- 2) Apply social and behavioral science methods to community assessments.

**Course Objectives and/or Goals**

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

- 1) create a work plan for conducting a community assessment;
- 2) develop collaborative partnerships with community members, organizations, and stakeholders;
- 3) obtain human subjects approval from an IRB;
- 4) develop instruments for collecting data;
- 5) employ qualitative methods for data collection;
- 6) analyze quantitative data using appropriate statistical procedures;
- 7) report findings from an assessment; and
- 8) effectively communicate findings to stakeholders.

**Instructional Methods**

This course will emphasize an adult-learner, student-centered approach. Students will be expected to apply knowledge gained through class readings and their own experience during class activities as well as a required group project. Class time will include discussions of class readings, lecture presentations by faculty experts, student presentations, group project work, and sharing of project work. Students will apply approaches and methods of community assessment during class activities as well as in the group project work. In this manner, students should acquire the knowledge and skills associated with the course objectives.

### What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all readings and out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class sessions. If you are not prepared for class sessions, you may struggle to keep pace with the activities occurring in class, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Specific expectations of the course, detailed below in the Academic Requirements and Grading section include: a) completion of reading assignments from textbook and other assigned articles; b) participation in class discussions and activities (assignments in Canvas); c) presentation of a public health article to the class; d) completion of a group project including an IRB submission, a recorded presentation, and paper; e) completion of two quizzes (online); and f) completion of formative and summative peer assessment of teamwork skills through the electronic CATME system, and a reflective statement based on formative feedback.

---

### DESCRIPTION OF COURSE CONTENT

#### Topical Outline/Course Schedule - May be subject to change during the semester

<i>Week</i>	<i>Before Class Preparation</i>	<i>During Class</i>	<i>After Class Assignments</i>
1 5/9-5/13	<p><b>By 5/10</b></p> <p><b>Read:</b> Syllabus</p> <p>Phillips KW. How Diversity Makes Us Smarter. Scientific American. 2015, Oct. 1</p> <p>Rock D, Grant H. Why Diverse Teams are Smarter. Harvard Business Review 2016. Nov. 4</p> <p><b>View:</b> Effective Teamwork</p>	<p><b>Class meeting 5/11</b></p> <p>Overview of course</p> <p>Effective teamwork</p> <p>Small Groups</p> <p>1) Teamwork exercise 2) Team contract</p>	<p><b>By 5/13</b></p> <p><b>Project work:</b> General idea of topic, population and rationale; thoughts about community liaison</p>
2 5/16-5/20	<p><b>By 5/17</b></p> <p><b>Read:</b> Soriano Textbook Chapters 1 and 2</p> <p><b>View:</b> Chapter 1 and 2 lectures</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p>	<p><b>Class meeting 5/18</b></p> <p>Getting Started with Community Needs Assessments</p> <p>The Institutional Review Board and IRB training</p> <p>Small Groups</p>	<p><b>By 5/20</b></p> <p><b>Project work:</b> Topic idea firm, potential purpose/objectives based on a rationale; plans to contact community liaison.</p> <p><b>Submit team contract</b></p>
3 5/23-5/27	<p><b>By 5/24</b></p> <p><b>Read:</b> Kleinman A, Eisenberg L, Good B. Culture, Illness, and Care</p>	<p><b>Class meeting 5/25</b></p> <p>Appreciating a Community's Perspectives</p>	<p><b>By 5/27</b></p> <p><b>Individual work:</b></p>

	<p>Annals of Internal Medicine 1978;88:251-258. From: Anthropology and Public Health: Gruenbaum E. Honorable Mutilation? Changing Responses to Female Genital Cutting in Sudan</p> <p>Horace Miner. The Body Rituals Among the Nacerima.</p> <p>Soriano Textbook: Chapter 3</p> <p><b>View:</b> 1) Chapter 3 and Cultural Issues presentation</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p> <p><b>Complete:</b> <b>Complete IRB Training Registration with IRB system</b></p>	<p>Small Groups</p> <p>Project updates</p>	<p>Assignment Week 3</p> <p><b>Project work:</b></p> <p>Based on community liaison feedback, refine purpose/objectives; determine possible assessment methods</p>
<p>4</p> <p>5/30-6/3</p>	<p><b>By 5/31</b></p> <p><b>Read:</b> Soriano Textbook: Chapter 4</p> <p>Alachua County Community Health Assessment 2020</p> <p>UF Health Shands Community Health Needs Assessment and Implementation Plan 2016</p> <p><b>View:</b> Chapter 4 Presentation NACCHO Website UF Dashboard CDC BRFSS</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p>	<p><b>Class meeting 6/1</b></p> <p>Planning A Needs Assessment and Available Data Sources</p> <p>Small Groups</p> <p>Project updates</p>	<p><b>By 6/3</b></p> <p><b>Individual work:</b></p> <p>Complete Assignment Week 4</p> <p><b>Project work:</b></p> <p>Refine assessment methods and determine/draft instruments/ Draft IRB protocol and include agreement from community liaison for data collection, and instruments.</p>
<p>5</p> <p>6/6-6/10</p>	<p><b>By 6/7</b></p> <p><b>Read:</b> Soriano Textbook: Chapter 9</p> <p><b>View:</b> Chapter 9 Presentation</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p>	<p><b>Class meeting 6/8</b></p> <p>Stakeholders and Participants</p> <p>Small Groups</p> <p>Project updates</p>	<p><b>By 6/10</b></p> <p><b>Individual work:</b></p> <p>Complete Assignment Week 5</p> <p><b>Project work:</b></p> <p>Finalize /Submit IRB protocol and include agreement from</p>

			community liaison for data collection, and instruments
6 6/13-6/17	<p><b>By 6/14</b></p> <p><b>Read:</b> Soriano Textbook: Chapter 5</p> <p><b>View:</b> Chapter 5 Presentation</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p>	<p><b>Class meeting 6/15</b></p> <p>Quantitative Assessment Methods</p> <p>Small Groups</p> <p>Project updates</p>	<p><b>By 6/17</b></p> <p><b>Individual work:</b></p> <p><b>Online QUIZ 1: Soriano Chapters 1, 2, 3, 4, and 9 and Phillips, Kleinman et al</b></p> <p><b>Self and Peer Assessments completed through CATME</b></p> <p>Complete Assignment Week 6</p> <p><b>Project work:</b></p> <p><b>Completed IRB Protocol - IRB Protocol submitted by June 17<sup>th</sup></b></p> <p>Assign who will be checking on IRB submission and process for communication during break for revision submissions.</p>
7 6/20-6/24		NO CLASS: Summer Vacation	Enjoy vacation
8 6/27-7/1	<p><b>By 6/28</b></p> <p><b>Read:</b> Soriano Textbook: Chapters 7</p> <p><b>View:</b> Chapter 7 Presentation</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p>	<p><b>Class meeting 6/29</b></p> <p>Qualitative Assessment Methods</p> <p>Small Groups</p> <p>Project updates</p>	<p><b>By 7/1</b></p> <p><b>Individual work:</b></p> <p>Complete Assignment Week 8</p> <p><b>Project work:</b></p> <p>Outline implementation steps and implement assessment</p>
9 7/4-7/8	<p><b>By 7/5</b></p> <p><b>Read:</b> Soriano Textbook: Chapter 6</p> <p><b>View:</b> Chapter 6 Presentation</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p>	<p><b>Class meeting 7/6</b></p> <p>Quantitative Data Analysis</p> <p>Small Groups</p> <p>Project updates</p>	<p><b>By 7/8</b></p> <p><b>Individual work:</b></p> <p>Teamwork reflection completed</p> <p>Complete Assignment Week 9</p> <p><b>Project work:</b></p>

			Data monitoring and/or collect results
10 7/11-7/15	<p><b>By 7/12</b></p> <p><b>Read:</b> Soriano Textbook: Chapter 8</p> <p><b>View:</b> Chapter 8 Presentation</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p>	<p><b>Class meeting 7/13</b></p> <p>Qualitative Data Analysis</p> <p>Small Groups</p> <p>Project updates</p>	<p><b>By 7/15</b></p> <p><b>Individual work:</b></p> <p>Complete Assignment Week 10</p> <p><b>Project work:</b></p> <p>Analyze results, determine conclusions, implications, next steps</p>
11 7/18-7/22	<p><b>By 7/19</b></p> <p><b>Read:</b> Soriano Textbook: Chapter 10</p> <p><b>View:</b> Chapter 10 Presentation</p> <p><b>View:</b> Individual article presentations (See Canvas for schedule)</p>	<p><b>Class meeting 7/20</b></p> <p>Summarizing and Presenting Findings</p> <p>Small Groups</p> <p>Project updates</p>	<p><b>By 7/22</b></p> <p><b>Individual work:</b></p> <p>Prepare for Online Quiz 2: Soriano Chapters 5, 6, 7, 8 10</p> <p>Complete: Assignment Week 11</p> <p><b>Project work:</b></p> <p>Finalize Project Presentation and prepare to submit to class on 7/28</p> <p>Work on project paper.</p>
12 7/25-7/29	<p><b>By 7/26</b></p> <p>Submit Project Presentations in Canvas</p>	<p><b>Class meeting 7/27</b></p> <p><b>Group Project Presentations</b></p>	<p><b>By 7/29</b></p> <p><b>Individual work:</b></p> <p><b>Online Quiz 2: Soriano Chapters 5, 6, 7, 8 and 10</b></p> <p><b>Project work:</b></p> <p>Finalize project papers</p>
13 8/1-8/5	<p><b>By 8/2</b></p>	<p><b>8/3 – No Class meeting</b></p> <p><b>Final Project Papers due</b></p>	<p><b>By 8/5</b></p>

### Course Materials and Technology

#### Text

#### Required Text:

Soriano, Fernando. (2012). Conducting Needs Assessments: A Multidisciplinary Approach (SAGE Human Services Guides). Thousand Oaks, CA: SAGE Publications.

### ***Additional Readings***

Selected readings that are required are found in the course Canvas Website.

### **Required Online Training in Human Participants Protections Education**

Students are required to complete the IRB training required by UF IRB 01. [IRB Training Instructions](#)

**Evidence of student training will be demonstrated by submitting in Canvas an electronic copy of the Certificate of Completion on the date indicated in the schedule. (If there is a problem, you can also email Dr. Blue at [amy.blue@php.ufl.edu](mailto:amy.blue@php.ufl.edu))**

### ***Additional Technologies***

Not required

### **Technical Support**

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

### **Additional Academic Resources**

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)

## **ACADEMIC REQUIREMENTS AND GRADING**

### **Assignments**

#### ***1) Participation in Class Assignments and Associated Discussion: 40 points (10% of grade)***

Students are expected to complete weekly class assignments and then participate in class discussions. Discussions will be about required reading, lecture presentations, public health article presentations, weekly assignments and project group work. There will be points awarded for each assignment and associated class session participation. [Note, you may have one excused absence without penalty; otherwise if you miss classes or do not have an excused absence for one class, you cannot make up these points and will be given a score of 0 for that day; approximately 3.5 points per class meeting.]

#### ***2) Public Health Article Presentation: 60 points (15% of grade)***

Each student is expected to conduct a brief presentation on a news article of choice related to public health. Presentations will be made during class time and students are asked to then submit their presentation PowerPoint in Canvas. The presentation should contain the following elements:

Slide 1

- Name of article
- Source of article – must be a credible news source
- Date of article
- Link to article or a printed copy must be provided
- The slide should be narrated

Slide 2

- 2-3 bullets about the main point of the article
- 1-2 bullets about the relevance to Public Health
- The slide should be narrated

The rubric for the Public Health Article Presentation is located in Canvas.

3) Group Project, including IRB Protocol, Project Presentation and Paper

As a group, students must determine the population and specific health need to be assessed, design an assessment plan, submit an IRB protocol based on the plan, conduct the assessment, analyze the results, and draw conclusions based on the data that can be used to design a public health promotion program for the population. The completed project will be presented in both a PowerPoint and paper format.

a) IRB protocol: 10 points (2.5% of grade)

The project must have an IRB protocol submitted and approved before any data collection can begin. Students will learn how to complete an IRB protocol in class. It is preferred that the protocol is submitted by the date indicated in the schedule to provide time for the protocol to be reviewed and approved with sufficient time for project data collection to occur.

b) Class project presentation: 80 points (20% of grade)

The class project presentation should be in PowerPoint and contain the following elements:

- Group Member Names and Project Title
- Background of project importance/need and theoretical framework
- Project purpose, including population selected and stakeholder input
- Methods and analysis
- Results
- Conclusions
- Implications of findings, including future work with community
- Lessons learned from conducting the project
- Contributions of each member to the project
- Reflective statement from the team about use of teamwork skills during the work

The PowerPoint presentation should be no more than 15 slides, and the presentation should be no more than 15 minutes in length. All group members must participate in the presentation. Each group will upload a PowerPoint file with embedded media or a link to an Office Mix PowerPoint or YouTube video of their presentation. The rubric for the presentation is found in Canvas.

c) Project Paper: 80 points (20% of grade)

The paper should be written as a group. It should be no more than 10 double spaced pages (excluding title page, member contributions, abstract, and references), 1 inch margins and 12 point font. The paper should contain the following elements:

- Title page
- Explanation of how each member contributed to the project and writing of paper
- Executive Summary/Abstract – 500 words (Background, Methods, Results and Conclusions)
- Introduction, including background literature, theoretical framework, purpose of project, rationale for community selected and stakeholder input
- Methods and analysis
- Results
- Conclusions
- Implications/link to community needs and communication with stakeholders
- References and appendices

**Papers are due on the date indicated in the schedule and should be submitted in Canvas. Papers received after the deadline will have 10 points deducted for each day turned in late.**  
The rubric for the paper is found in Canvas.

**4) Self and Peer Assessment/Reflective Assignment: 50 points (12.5% of grade)**

To promote effective teamwork during the group project and provide opportunity to apply teamwork skills during the course as a part of professional development, students are required to complete the online Comprehensive Assessment of Team Member Effectiveness (CATME) tool (for 10 points/2.5% of grade) and a reflective assignment on the formative results (for 40 points and 10% of grade). The CATME tool will require students to rate their peers in the following areas: a) Contributing to the Team's Work; b) Interacting with Teammates; and c) Keeping the Team on Track. Students will also provide feedback on the team's work through items: a) I am satisfied with my present teammates; b) I am pleased with the way my teammates and I work together; c) I am very satisfied with working in this team.

**Reflective Assignment - Due by the date indicated in the schedule and submitted in Canvas.** 2 points will be deducted for every half-day if turned in late.

Based on your CATME results and your own consideration of your teamwork skills, respond to the following:

- a) What behavior in my team will I stop doing.
- b) What team behavior will I start doing.
- c) What team behavior will I continue doing.

**5) Online Quizzes: 80 points (20% of grade – each quiz is 40 points and 10% of overall grade)**

Two quizzes will be given composed of short answer questions based upon the assigned textbook chapters and other readings. These are indicated in the course schedule and in Canvas.

### Grading

<i>Requirement</i>	<i>Due date</i>	<i>Points or % of final grade (% must sum to 100%)</i>
<b>Class Participation</b>	Each class	40 (10%)
<b>News Article Presentation</b>	As assigned	60 (15%)
<b>Group project IRB submission</b>	June 17 <sup>th</sup> Exceptions made	10 (2.5%)
<b>Group Project Presentation</b>	July 27 <sup>th</sup>	80 (20%)
<b>Group Project Paper</b>	August 3 <sup>rd</sup>	80 (20%)
<b>Self and Peer Teamwork Assessment</b>	June 17 <sup>th</sup>	10 (2.5%)
<b>Teamwork Reflective response</b>	July 8 <sup>th</sup>	40 (10%)
<b>Quiz 1</b>	June 17 <sup>th</sup>	40 (10%)
<b>Quiz 2</b>	July 29 <sup>th</sup>	40 (10%)

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

<i>Points earned</i>	380.0	360.0	348.0	332.0	320.0	312.0	300.0	289.0	270.0	250.0	240.0	<240
<i>Letter Grade</i>	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.**



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

More information on UF grading policy may be found at: [UF Grading Policy](#)

## Exam Policy

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

All work must be completed by the due date. Students need to contact the course instructor and teaching assistant in advance if this is going to be a problem so that alternative arrangements can be made.

### Policy Related to Technical Issues

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk ([UF Computing Help Desk](#)) 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: [UF Attendance Policies](#)

Excused absences must be consistent with university policies in the Graduate Catalog ([UF Graduate Catalog attendance](#)). Additional information can be found here: [UF Attendance Policies](#)

---

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Students are expected to participate fully in class and conduct themselves in a professional, respectful manner with classmates, course instructor teaching assistant, staff, and community members at all times. Part of the course learning will involve improving teamwork skills and students are expected to engage in effective teamwork behavior during class and project work.

### Communication Guidelines

If a student has a question, concern or particular need, he or she may contact the course instructor and/or teaching assistant via email or after class. Email will be answered within 24 hours during weekdays and maybe up to 48 hours on the weekend or during holidays, unless an urgent request is made.

### 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.

### **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 [Student Evaluations of Faculty](#). 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 [Faculty Evaluations](#). Summaries of course evaluation results are available to students at [Public Results - Faculty Evaluations](#).

### **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.

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: [Classroom Guest Policy PPHP](#)

---

## 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 [UF Dean of Students Office](#) 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: [UF Counseling and Wellness Center](#). On line and in person assistance is available.

**U Matter We Care** website: [U Matter We Care](#). 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: [Student Health Care Center » College of Medicine » University of Florida](#)

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

**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: [Multicultural and Diversity Affairs](#)