

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6451: Building Resilience in Individuals and Communities for Public Health (3 credit hours)**  
Summer C 2022  
Delivery Format: Online in Canvas

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Office Hours: Tuesdays from 2pm-3pm (via Zoom or in-person) or by appointment

**Teaching Assistant(s):**  
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Office Hours: By appointment

**Preferred Course Communications:** Direct email. Email Policy: Outlook email is a safer means of communication than the email function within Canvas. Scheduling a meeting via Zoom.

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**Prerequisites**

PHC 6410: Psychological, Behavioral, and Social Issues in Public Health or approval of instructor.

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**PURPOSE AND OUTCOME**

**Course Overview**

This course will provide (1) an overview of resilience and how resilience-building approaches are applied in public health; (2) an examination of resilience-building efforts through a review of public health literature; and (3) the opportunity to develop a public health resilience-building intervention using the social ecological model.

**Course Rationale**

Trauma and adverse childhood experiences (ACEs) represent a significant threat to public health and an effective way to overcome that threat is to teach individuals and communities how to overcome past challenges through developing resilience. Most public health interventions take a public health deficit approach and focus solely on the risk factors faced by vulnerable populations. In contrast, trauma-informed approaches focus on protective factors and view communities as valuable assets. Resilience-building looks to enhance the capacities that individuals and communities already have, to develop skills to recover and thrive from past trauma. This course will teach students how to foster resilience and create public health programs using a capacity-building resilience approach. Upon successful implementation of instruction, students will be able to see public health problems with a trauma-informed lens and address those issues with solutions such as programs and interventions designed to build and foster resilience.

**Relation to Program Outcomes**

This 3-credit graduate level course will focus on the application of public health principles to create capacity-building resilience programs focused on individuals and communities. Students completing this course will be able to understand how trauma, adverse childhood experiences (ACEs), and resilience affects individual and community well-being.

**Course Objectives and/or Goals**

After successfully completing this course, students will be able to:

1. Define resilience and resilience-building programs within a public health approach

2. Compare and contrast resilience programs at the individual and community levels of the CDC social-ecological model
3. Develop public health interventions to build resilience that integrate a public health problem and an academic context
4. Develop a multi-level public health intervention that builds resilience at all levels of the social-ecological model
5. Critique current resilience-building programs to examine whether all components of the social-ecological model are addressed

### **Instructional Methods**

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

- 1.) Assigned readings and multimedia selections (posted or shared online to Canvas)
- 2.) Lectures/videos (posted online to Canvas)
- 3.) Discussion posts or other assignments due
- 4.) Collaborative group presentation
- 5.) Individual Multi-Level Public Health Resilience-Building Intervention

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. This course relies heavily on participation in the online discussion boards with instructor and classmates; your participation fosters a rich course experience for you and your peers. It is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas) each week prior to participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you be open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

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## **DESCRIPTION OF COURSE CONTENT**

### **Course Materials and Technology**

There is no required textbook for this course.

**Required Readings:** Posted on the course website (Canvas).

**Course Website:** The course website is available on Canvas at <http://elearning.ufl.edu>. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

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

**Technical Requirements:** You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult

<https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

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

- (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.](#)

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### Course Components:

1. **Syllabus Quiz and Trauma Trigger Warning:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. While this is ungraded, you must receive a 100% on the quiz to unlock the course materials. You will also be instructed to acknowledge a trauma trigger warning once you have unlocked the course content.
2. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned specified journal articles or other readings. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Whether these materials are required or optional will be described within that week's page on Canvas.
3. **Online Discussion Participation in Canvas & Weekly Activities:** Five modules will have a Canvas discussion component. You are required to complete each week's discussion post and reply to **a minimum** of one other post on that week's group board. Discussion posts should address most questions in that week's prompt (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you've answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week's readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we've had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion/debate. Please consult the

rubric posted online in Canvas for an outline of what we are looking for in the discussion posts and how they will be scored. **Students can earn up to 10 points each week for discussion participation (5 total discussions), for a total of 50 points over the course of the semester.**

4. **Multi-Level Public Health Resilience-Building Intervention and Post to ACEs Connection:** This assignment will involve creating a multi-level intervention that addresses resilience at all levels of the social ecological model (CDC SEM). Students will first select a target population, a particular geographical area/location (e.g., a community in Florida or elsewhere), and utilize common public health theory (theories) at each of their selected levels of the SEM to guide intervention development. A detailed assignment rubric will be provided. You will create a **voiceover PowerPoint presentation** (audio should be included) to communicate your public health intervention to your instructor and classmates, that will be uploaded to Canvas. Throughout the semester, you will turn in multiple graded assignments that will serve to guide you through the intervention development process. More information on those assignments will be provided throughout the semester. Finally, you will post your multi-level public health resilience intervention to ACEs Connection. **This assignment is worth 150 total points - 100 for the final project intervention and 50 for the development assignments.**
  
5. **Group Collaborative Public Health Project:** This assignment will involve the analysis of a current or recent resilience-building public health program at either the individual or community level of the social-ecological model and the impact this program had on public health. Students will be assigned to one of two groups. Groups will be assigned in Canvas at the start of the semester along with each member's role in the group. A detailed assignment rubric will be provided. You will create a voiceover PowerPoint presentation to communicate the analysis of your public health intervention or program to your instructor and classmates that will be uploaded to Canvas. The individual groups will provide a sandwich critique of community groups and the community groups will provide a sandwich critique of individual groups. **This assignment is worth 50 points.**

## GRADING

|  |   |                                     |
|--|---|-------------------------------------|
| <b>Syllabus Quiz</b>   | <b>Week 1</b>                                     | Not graded                          |
| <b>Online Discussion Participation &amp; other weekly activities</b>                                   | <b>Ongoing</b>                                    | 10 points each x 5 posts = 50 total |
| <b>Multi-Level Public Health Resilience-Building Intervention – SEM Levels and Population Write-Up</b> | <b>Week 3</b><br>(due Sunday, May 29, 2022)       | 10                                  |
| <b>Multi-Level Public Health Resilience-Building Intervention – Theme and Marketing Products</b>       | <b>Week 6</b><br>(due Friday, June 19, 2022)      | 20                                  |
| <b>Multi-Level Public Health Resilience-Building Intervention – Check-In Paper</b>                     | <b>Week 8</b><br>(due Friday, July 3, 2022)       | 20                                  |
| <b>Multi-Level Public Health Resilience-Building Intervention, Voiceover</b>                           | <b>Week 13</b><br>(due Wednesday, August 3, 2022) | 100                                 |

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| <b>PowerPoint Presentation, and ACEs Connection post</b> |  |    |
| <b>Group Collaborative Public Health Project</b>         | Individual Level Groups - Week 5 (due Sunday, June 12, 2022)<br><br>Community Level Groups - Week 11 (due Friday, July 24, 2022) | 50 |

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

|                      |      |         |         |         |         |         |         |         |         |         |         |      |
|----------------------|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|
| <b>Points earned</b> | ≥232 | 225-231 | 217-224 | 208-216 | 200-207 | 192-199 | 183-191 | 175-182 | 167-174 | 158-166 | 150-157 | <150 |
| <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. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

|                     |          |           |           |          |           |           |          |           |           |          |           |          |                |          |                |                      |
|---------------------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|----------------|----------|----------------|----------------------|
| <b>Letter Grade</b> | <b>A</b> | <b>A-</b> | <b>B+</b> | <b>B</b> | <b>B-</b> | <b>C+</b> | <b>C</b> | <b>C-</b> | <b>D+</b> | <b>D</b> | <b>D-</b> | <b>E</b> | <b>W<br/>F</b> | <b>I</b> | <b>N<br/>G</b> | <b>S<br/>-<br/>U</b> |
| <b>Grade Points</b> | 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:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policy Related to Make up Exams or Other Work

**Late assignments are not accepted and will receive 0 points** unless arrangements have been made ahead of the due date with the instructor or extenuating circumstances are presented to the instructor and approved. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

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 Class Attendance

Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

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

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Academic Integrity

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

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

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## 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>. Online 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>. 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.
- **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](#).

### 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)

### Topical Outline/Course Schedule:

- Readings and other materials are subject to change. Please visit Canvas modules for the most updated materials.

| Week                                | Topic(s)                    | Required Readings   | Assignments  |
|-------------------------------------|-----------------------------|---|--|
| <b>Week 1:</b><br>5/09/22 – 5/15/22 | Overview of Trauma and ACEs | Dube et al., 2003: The impact of adverse childhood experiences on health problems: evidence from four birth cohorts dating back to 1900<br><br>Magruder et al., 2017: Trauma is a public health issue | Create an account on <a href="https://pacesconnection.com">pacesconnection.com</a> <b>due Friday, May 13 at 11:59 PM EST</b><br><br>Introduction Yourself discussion post <b>due Saturday, May 14 at 11:59 PM EST; replies due Monday, May 16 11:59 PM EST</b> |



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| <p><b>Week 2:</b><br/>5/16/22 – 5/22/22</p> | <p>Overview of Resilience and the Social Ecological Model</p> | <p>Southick et al., 2014: Resilience definitions, theory, and challenges: Interdisciplinary perspectives</p> <p>Tummala-Narra 2007: Conceptualizing trauma and resilience across diverse contexts</p>   | <p>Resilience Discussion post due <b>Saturday, May 21 11:59 PM EST; replies due Monday, May 23 at 11:59 PM EST</b></p>  |
| <p><b>Week 3:</b><br/>5/23/22 – 5/29/22</p> | <p>Building Resilience Across the Lifespan: Children</p>      | <p>Meiklejohn et al., 2012: Integrating Mindfulness Training into K-12 Education: Fostering the Resilience of Teachers and Students</p> <p>Identifying Neglect – The Risk and Resilience Model and Matrix</p> <p>Resilience trumps ACEs infographic</p>   | <p><b>Group Collaborative Public Health Project - Individual level: Introduce yourself to your group members and choose a program due Friday, May 27 at 11:59 PM EST</b></p> <p><b>Multi-Level Public Health Resilience-Building Intervention: Identify topic, SEM levels, and priority population due Sunday, May 29 at 11:59 PM EST</b></p> |
| <p><b>Week 4:</b><br/>5/30/22 – 6/05/22</p> | <p>Building Resilience Across the Lifespan: Adolescents</p>   | <p>Overstreet and Mathews 2011: Challenges associated with exposure to chronic trauma: Using a public health framework to foster resilient outcomes among youth</p> <p>Hodder et al., 2011: A school-based resilience intervention to decrease tobacco, alcohol and marijuana use in high school students</p> | <p><b>Group Collaborative Public Health Project - Individual level: work on presentation</b></p> <p><b>Paper Tigers Discussion due Saturday, June 4 at 11:59 PM EST; replies due Monday, June 6 at 11:59 PM EST</b></p>   |



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| <b>Week 5:</b><br>6/06/22 – 6/12/22 | Building Resilience Across the Lifespan: Adults | Peng et al., 2014: Application of the Pennsylvania resilience training program on medical students<br><br>Chandler et al., 2015: Resilience intervention for young adults with adverse childhood experiences   | <b>Multi-Level Public Health Resilience-Building Intervention: work on materials</b><br><br><b>Group Collaborative Public Health Project - Individual level: Presentations due Sunday, June 12 at 11:59 PM EST</b>   |
| <b>Week 6:</b><br>6/13/22 – 6/19/22 | Social Networks and Resilience                  | Flett et al., 2015: A conceptual analysis of interpersonal resilience as a key resilience domain: Understanding the ability to overcome child sexual abuse and other adverse interpersonal contexts<br><br>Wexler et al., 2009: Resilience and marginalized youth: Making a case for personal and collective meaning-making as part of resilience research in public health. | <b>Group Collaborative Public Health Project – Community Level Members: Provide Sandwich Critique of Individual Presentations (due Friday, June 17 at 11:59 PM EST)</b><br><br><b>Multi-Level Public Health Resilience-Building Intervention: Theme and Marketing Products due Sunday, June 19 at 11:59 PM EST</b> |
| <b>Week 7:</b><br>6/20/22 – 6/26/22 | BREAK WEEK                                      | BREAK WEEK   | BREAK WEEK   |
| <b>Week 8:</b><br>6/27/22 – 7/03/22 | Building Organizational Resilience              | Barasa et al., 2018: What is resilience and how can it be nurtured? A systematic review of empirical literature on organizational resilience   | <b>Group Collaborative Public Health Project - community level: Introduce yourself to your group members and choose a program (due Friday, July 1 at 11:59 PM EST)</b><br><br><b>Multi-Level Public Health Resilience-Building Intervention: Check-In paper (due Sunday, July 3 at 11:59 PM EST)</b>               |

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|--|---|---|---|
| <p><b>Week 9:</b><br/>7/04/22 – 7/10/22</p>  | <p>Building Resilience in Communities</p>   | <p>Fawcett et al., 1995: Using empowerment theory in collaborative partnerships for community health and development</p> <p>Okvat and Zautra: Community gardening: A parsimonious path to individual, community, and environmental resilience</p>   | <p><b>MARC Grant Community Programs Discussion due Saturday, July 9; discussion replies due Monday, July 11 at 11:59 PM EST</b></p>   |
| <p><b>Week 10:</b><br/>7/11/22 – 7/17/22</p> | <p>Building Resilience in Communities – Disaster Resilience</p>   | <p>Khan et al., 2018: Public health emergency preparedness: A framework to promote resilience</p> <p>Keim 2008: Building human resilience: The role of public health preparedness and response as an adaptation to climate change</p>   | <p><b>Group Collaborative Public Health Project - community level: work on presentation</b></p>   |
| <p><b>Week 11:</b><br/>7/18/22 – 7/24/22</p> | <p>Special Topics - Building Resilience Among Historically Marginalized Populations and Communities</p> | <p>Lu &amp; Steele, 2019: 'Joy is resistance': cross-platform resilience and (re)invention of Black oral culture online</p> <p>Kirmayer et al., 2011: Rethinking resilience from Indigenous perspectives</p> <p>Branton, 2021: Negotiating organizational identity: The communicative resilience of small-town gay bars</p> | <p><b>Multi-Level Public Health Resilience-Building Intervention: work on materials</b></p> <p><b>Group Collaborative Public Health Project - community level: Presentations due Sunday, July 24 at 11:59 PM EST</b></p>  |
| <p><b>Week 12:</b><br/>7/25/22 – 7/31/22</p> | <p>Special Topics - Building Resilience Among Military and Service Members</p>                          | <p>Reivich et al., 2011: Master resilience training in the U.S. Army</p> <p>Sefidan et al., 2021: Resilience as a protective factor in basic military training, a longitudinal study of the Swiss Armed Forces</p>  | <p><b>Multi-Level Public Health Resilience-Building Intervention: work on materials</b></p> <p><b>Group Collaborative Public Health Project – Individual Level Members: Provide Sandwich Critique of Individual Presentations (due Friday, July 29 at 11:59 PM EST)</b></p> |

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| <b>Week 13:</b><br><b>8/01/22 –</b><br><b>8/07/22</b> | Final Project | No readings this week! | <b>Multi-Level Public Health Resilience-Building Intervention: Due Wednesday, August 3 at 11:59 PM EST</b> |
|---|---------------|------------------------|--|