

**PHC6937\_FC\_IntroPHSyllabus\_Summer2022\_RJADUniversity of Florida**

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

**PHC 6937: Introduction to Public Health: For Credit Course**

Summer 2022

Delivery Format: Online e-Learning in Canvas

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**Instructor Name:** Rebecca J. Austin-Datta, BSc, MS, MPH, MRSC

**Epidemiology Doctoral Student | Instructor**

**College of Public Health and Health Professions | College of Medicine**

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

**Office Hours/Weekly Meet-Up via Zoom:**

Weeks 1-12 on Wednesdays 10:00-11:00 AM, Zoom link:

<https://ufl.zoom.us/j/92698408939>

I will also be available by appointment (Zoom, no in-person office hours at this time).

**Preferred Course Communications (e.g., email vs. Canvas message):**

***Canvas = fastest response or UF email \*\*with PHC6937 in the subject line\*\****

Please use the message function within Canvas, thank you. Emails/Canvas messages received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails/Canvas messages received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

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**Prerequisites: None**

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**PURPOSE AND OUTCOME**

**Course Overview**

The purpose of this course is to provide a broad introduction to public health, foundation in core public health knowledge, and impart an understanding about how the health professions and specialized health research contribute to achieving the goals of public health.

The course is designed for students in the following programs of the College of Public Health and Health Professions:

- MA with a major in Communication Sciences and Disorders
- Master of Health Administration, MS programs in Biostatistics and Epidemiology
- Master of Health Science in Environmental and Global Health: One Health
- Doctor of Audiology (campus and distance programs)
- Doctor of Physical Therapy
- PhD programs in Biostatistics, Clinical and Health Psychology, Epidemiology, Health Services Research, and Rehabilitation Science

**Relation to Program Outcomes**

Students pursuing degrees within the UF College of Public Health and Health Professions must be grounded in foundational public health knowledge. A public health orientation is provided via this three-credit equivalent course designed for students in graduate professional, Master's, and PhD programs who do not have prior graduate level public health training.

### Course Objectives and/or Goals

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

- Appraise the importance of Public Health to them personally, and to the community in which they live.
- Discuss in general terms, the history of Public Health.
- Assess Public Health situations through an ethical lens.
- Explain Public Health history, philosophy, and values
- Identify the core functions of public health and the 10 Essential Services
- Describe the role of different stakeholders in the field of public health
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- Assess suitability of types of quantitative study designs used in epidemiology, for research purposes
- Explain the critical importance of evidence in advancing public health knowledge
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
- Explain health behaviors using both the four- and five-levels of the Social Ecological Model (SEM)
- Compare and contrast how different Behavioral Theories (Health Belief Model, Transtheoretical Model) can be used to create individual level interventions.
- Discuss how individual determinants of health, affect population health
- Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities
- Provide evidence for underlying causes of health disparities through the lens of the Social Determinants of Health (SDOH)
- Elucidate how pre-existing and ongoing health and other disparities contribute to COVID-19 health outcomes
- Explain how the pandemic is impacting care in other areas of the U.S. healthcare system, including routine and chronic care
- Evaluate possible reasons why positive health outcomes in diverse populations are associated with increased racial minority representation in health care
- Reflect on their experiences and attitudes, using the single-story framework
- Compare vulnerabilities associated with seven core concepts in environmental health: Toxicity, Exposure, Dose/Response, Individual Susceptibility, Risks & Benefits, Environmental Justice, and Community Resources & Action
- Explain effects of environmental factors on a population's health
- Discriminate between different types of environmental exposure factors, debate which category/categories apply to specific exposure examples, depending on the population at-risk (susceptible population).
- Explain biological, genetic, behavioral, and psychological factors that affect a population's health
- Explain how globalization affects global burdens of disease
- Evaluate climate change impacts on global food security, sanitation, and health
- Explain the intersection between 'maternal and child health', and 'environmental health'
- Discuss One Health examples based on mental health, zoonoses, farm animals & pets, and agriculture.
- Assess the potential for using OneHealth approaches to solve Global Health problems and create Global Health opportunities (based on the interdependence between human health, animal health, and environmental health)

## Instructional Methods

The course is provided entirely online using video presentations and selected readings in a semi-self-paced format. The course is housed in UF e-Learning in Canvas. The course requires 48 contact hours and may be taken at any time during a student's program in the College of Public Health and Health Professions. Course content, depth, and level of difficulty are equivalent to 3 graduate credits at the University of Florida – whether the course is taken for credit or as a zero-credit curriculum requirement (see your program's requirements for details on whether you will be enrolled as a for-credit or a zero-credit student). This syllabus is tailored for the 3-credit version of the course.

## What is expected of you?

This is a self-guided course with modules that include weekly lectures, video resources, and readings posted on the Canvas site. Students will work through the material and complete weekly assignments.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

*(Please note, most modules are anticipated to take up to one week's worth of effort; the exceptions are modules 3 & 4, and modules 6 & 7: each of these module pairs are intended to be completed in a week.)*

Modules	Topic(s)	Topics
1 (Week 1)	Course Introduction Public Health history, philosophy, and values	<ul style="list-style-type: none"> <li>What is Public Health?</li> <li>Review syllabus and course requirements</li> <li>History of Public Health</li> <li>Values and Ethics in public health</li> <li>A philosophy of public health</li> </ul>
2 (Week 2)	The core functions of Public Health and the 10 Essential Services	<ul style="list-style-type: none"> <li>Core functions/10 Essential Services</li> <li>The Public Health system in the United States</li> </ul>
3 (Week 3)	Quantitative research methods in Public Health	<ul style="list-style-type: none"> <li>Epidemiological contributions to Public Health</li> <li>Biostatistics contributions to Public Health</li> <li>Quantitative research contributions to Public Health</li> </ul>
4 (Week 3)	Qualitative research methods in Public Health	<ul style="list-style-type: none"> <li>Qualitative research contributions to Public Health</li> </ul>
5 (Week 4)	Behavioral and Psychological Factors That Affect Public Health	<ul style="list-style-type: none"> <li>Social and Behavioral Sciences in Public Health</li> </ul>
6 (Week 5)	Social, Political and Economic Determinants of Health	<ul style="list-style-type: none"> <li>Social Determinants of Health</li> <li>Health Equity</li> </ul>
7 (Week 5)	Diversity and Inclusion in Public Health	<ul style="list-style-type: none"> <li>Diversity in public health</li> </ul>
8 (Week 6)	Environmental Health/OneHealth	<ul style="list-style-type: none"> <li>What is Environmental Health?</li> <li>Environmental Health contributions to Public Health</li> <li>One Health</li> </ul>

Week 7 Note: The mid-summer break week Mon June 20 – Fri June 24, has no work scheduled.

Modules	Topic(s)	Topics
9 (Week 8)	Global Public Health	<ul style="list-style-type: none"><li>• What is Global Public Health?</li><li>• Improving nutrition in children in West Africa.</li></ul>
10 (Week 9)	Evidence-Based Public Health	<ul style="list-style-type: none"><li>• Evidence-based public health</li><li>•</li></ul>
11 (Week 10)	Public Health Biology	<ul style="list-style-type: none"><li>• Biological and genetic factors that affect a population's health</li><li>• Infectious disease control</li></ul>
12 (Week 11)	Public Health Trends and Initiatives in Our Community/ Health Science, Research, Management and Policy	<ul style="list-style-type: none"><li>• Health disparities</li></ul>
13 (Week 12)	The Science of Prevention in Public Health	<ul style="list-style-type: none"><li>• Types of prevention</li><li>• Screening in public health</li></ul>

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## **COURSE MATERIALS AND TECHNOLOGY**

### **TEXTBOOK:**

- None at this time – readings are provided within the Canvas Modules.

### **TECHNOLOGY:**

IMPORTANT NOTE: The UF IT department recommends that you **use FIREFOX web browser** for Canvas to access video material.

- Please do not use Chrome browser when accessing the course via Canvas – the videos may not work, etc.
- Please be careful if using Zotero for APA-7<sup>th</sup> Edition referencing purposes, you probably need to manually fill in the fields as Zotero does not necessarily do exactly what is required.

Information on Student Computing requirements can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/e-learning-in-canvas-technical-requirements/>

For technical support for course materials and activities and assessments, please contact the Online Course coordinator at: Truly Hardemon, MEd at [hardemont@ufl.edu](mailto:hardemont@ufl.edu)

For technical support for e-Learning in Canvas, please contact the UF Help Desk at:

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

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## **ACADEMIC REQUIREMENTS AND GRADING**

### **ASSIGNMENTS**

Students will work through the material and complete the required assignments and discussions to develop a greater understanding of public health.

If you would like feedback at any point during your coursework for this course, please contact me with your questions and I will arrange to review your work with you via Zoom screenshare.

COURSE REQUIREMENTS, Due dates		
<b>*You are welcome to work ahead in the class and submit early. The dates listed in the table below are required dates. Work will be graded after the due date listed in the table below.</b>		
Discussion Posts (3, & 3 responses) - Requirement for all students	Due date*	Points
Discussion 1 Post: Introduction Video	Mon 5/16/22	5
Discussion response posts (≥2 response posts, to Discussion 1)	Mon 5/23/22	5
Discussion 2 Post: Diversity & Inclusion	Mon 6/13/22	10
Discussion response posts (≥2 response posts, to Discussion 2)	Mon 6/27/22	5
Discussion 3 Post: Reflection	<b>Fri 7/29/22</b>	10
Discussion response posts (≥2 response posts, to Discussion 3)	<b>Mon 8/1/22</b>	5
Quizzes (6) - Requirement for all students	Due date*	Points
Quiz 1	Mon 5/23/22	10
Quiz 2	<b>Tues 5/31/22</b>	10
Quiz 3	Mon 6/13/22	10
Quiz 4	<b>Tues 7/5/22</b>	10
Quiz 5	Mon 7/18/22	10
Quiz 6	Mon 7/25/22	10
Assignments (4, & 4 Peer reviews):	Due date*	Points
Assignment 1: Reflection on Milestones of Public Health	Tues 6/1/22	25
Peer review Assignment 1	<b>Mon 6/6/22</b>	10
Assignment 2: Reflection on Materials from Modules 3-6	<b>Mon 6/6/22</b>	25
Peer review Assignment 2	Mon 6/27/22	10
Assignment 3: Infographic - Public Health's Relevance & Influence	Mon 7/11/22	25
Peer review Assignment 3	Mon 7/18/22	10
Assignment 4: Reflection on Materials from Modules 7-13	Mon 7/25/22	25
Peer review Assignment 4	Mon 8/1/22	10
<b>Total Points for 3-Credit Course</b>		<b>240</b>

### **DISCUSSIONS**

- There will be a total of 3 discussions throughout the semester that will help engage you with your classmates and prepare you for your assignments. As shown in the table above, the “Introduction” discussion and associated pair of peer responses are worth 5 points each. The other discussions are worth 10 points each, and your associated peer responses are worth 5 points (per pair of responses).

### **QUIZZES:**

- There will be a total of 6 quizzes throughout the semester. Each quiz will be worth 10 points.

### **ASSIGNMENTS & PEER REVIEWS**

- There will be total of 4 assignments, each worth 25 points.
- There are also 4 peer reviews, each worth 10 points.
- To facilitate peer interaction and engagement, for each of the four assignments you will complete a peer review of one of your classmates.
- For example: after Assignment 1 closes, you will be assigned an item of work uploaded by another student for Assignment 1. Within a week you should provide your classmate constructive feedback regarding their work on Assignment 1 (See Canvas page for word count requirements, and quality requirement).

### **Housekeeping details for assignments:**

**Instructions:** Please see individual Assignment Instructions in Canvas.

**Citations:** APA-7<sup>th</sup> Edition format preferred, either a publication date or the date resource was retrieved is required. All data or definitive statements should have a citation, either the original citation or the specific module section/course book page.

**Grading rubric:** A rubric is provided on the assignment page in Canvas. It is either immediately after the instructions or is accessed via clicking the three dots on the top right of the instructions and selecting ‘Rubric’ from the drop-down menu.

**Assignments 1, 2, 4:** Length: 800 words minimum; 1000 words maximum; 12 pt font (Arial, Times New Roman); double spaced

**Assignments 1, 2, 4:** Format: MS Word Document

**Assignments 1, 2, 4:** Process: Assignment will be submitted in Canvas and will be checked for originality via Turnitin.

### **Assignment 3 (Infographic) Description: [Full details on Canvas, please see that page]**

- Use PowerPoint or another simple graphics tool (such as Piktochart), create a visual representation of how the five core areas of public health intersect, based on the material contained in the course.

Infographics are widely used in Public Health Messaging, see some examples from the Centers for Disease Control and Prevention (CDC) here:

- <https://www.cdc.gov/globalhealth/infographics/default.html>
- <https://www.cdc.gov/aging/data/infographic/index.html>
- <https://www.cdc.gov/foodsafety/communication/graphics.html>
- An infographic is one static slide used to convey pertinent information about a subject.
- The infographic will be submitted in Canvas in the assignment area.
- Hint and tips, here: <https://www.lucidpress.com/blog/how-to-make-an-infographic-in-7-steps>
- Original artwork is appreciated but not expected/anticipated!

- **Please cite sources of all non-original images on a second slide, preferably using APA 7<sup>th</sup>-Edition format.**
- This submission will be 2 slides:
  - 1 slide of (approx.!) 10x20 inches, using graphics to convey ideas rather than text. (To adjust the size of your slide in PowerPoint, go to Design, and then Page Setup.)
  - 1 slide with a reference list for your citations, showing where you obtained the images.
- Word limit: There is a 150-word maximum for Slide 1 of this assignment (i.e., excluding the citation details).

**Full instructions for the Infographic, and a grading rubric, are provided in the assignment in Canvas.**

#### Peer Review Instructions:

- Read your classmate's assignment paper that you were assigned to and **make three insightful comments.**
- **Each comment should be at least one sentence and add something to the conversation.**
- Complements are welcome but complements alone with no additional (related!) information/suggestions will earn a token point not full points (Please see grading rubric in Canvas).  
[Example: A peer review solely stating, "Great job!", "Love this", "I agree" would earn 3 of the possible 10 points].
- The focus of your comments should be helpful, constructive, and based on the content of what is presented.
- You can respond with situations you are familiar with or other work that the classmate would find valuable.
- In Peer Reviews, there are no point deductions for grammar or writing style.
- **If your response involves facts/figures, or other types of 'citable' information, please give the reference for the original source.** Please use a consistent referencing style, e.g., APA-7<sup>th</sup> Edition for citations

#### Grading: Point System Used

Grade percent	94	90	87	84	80	77	74	70	67	64	61	0
	-	-	-	-	-	-	-	-	-	-	-	-
	100	<94	<90	<87	<84	<80	<77	<74	<70	<67	<64	<61
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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

Late submissions will be accepted for up to 4 days, but the following policies and penalties apply:

- Coordinator/instructor will not contact you about missing or incomplete assignments.
- It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE. You should email the course coordinator and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.

If an assignment is late, **you will lose 5% each day from your potential score** up to the fourth day, after which a zero grade will be assigned for the assignment. For example, if you are two days late submitting assignment 1, then 10% of the maximum score will be subtracted (NB this is 10% of the possible score, subtracted from you \*earned\* score... please see the Rubric in Canvas to understand what score your work could earn. *Just because you submitted an item of work, does not necessarily mean it is worthy of full credit even if it is submitted on time!*) "Late" begins one minute after the due time (e.g., an assignment due at 11:59 pm is considered late at midnight).

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

### Discussions:

- Discussions submitted up to 24 hours late will be accepted but the assignment grade will be reduced by 10% of the grade you would have received.
- Discussions turned in more than 24 hours late will not be graded and will contribute zero points toward your final grade.
- Special Circumstances: In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided you have sufficient documentation.
- Discussions turned in at 11:59:01 PM are LATE. This is how the Canvas programming works.
- **It is the responsibility of the student to verify not only that an assignment was submitted, but that an attachment was made, and it was the correct attachment, and in the correct file format.**

### Policy Related to Required Class Attendance *(there are no required attendances for this asynchronous course)*

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Information regarding course etiquette can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/netiquette/>

### Communication Guidelines

- When to contact the UF Computing Help Desk: <http://studentlife.online.mph.ufl.edu/e-learning/support/when-to/when-to-contact-the-uf-computing-helpdesk/>
- When to post to the support discussions: <http://studentlife.online.mph.ufl.edu/e-learning/support/when-to/when-to-post-to-a-support-discussions/>
- When to send e-mail to the instructor: <http://studentlife.online.mph.ufl.edu/e-learning-support/whento/when-to-send-e-mail-to-the-instructor/>

### 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 or three 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/>.

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### U Matter, We Care Information

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### 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.
- You 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.

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### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As students share their personal beliefs inside or outside of the classroom, it should always be with the understanding that all Gators value and respect diversity of background, experience, and opinion, so that every individual feels valued. Instructors have been requested to maintain a neutral stance on all issues, when teaching and in the classroom, in accordance with the Florida Legislature's new House Bill 7, signed in Spring 2022.

- At University of Florida, 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)

### **Diversity, Equity, and Inclusion (DEI)**

Resources, and information about Diversity, Equity, and Inclusion (DEI) efforts in the College of Public Health and Health Professions, can be accessed here <https://phhp.ufl.edu/about-phhp/diversity-and-inclusion/>

As the PHHP-DEI webpage states, within our college, *"We strive to foster an open dialog about diversity and cultural competence so that we can improve health equity, prepare our students and make a positive impact in our state, the nation and the world."*