

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6447: Ecology of HIV/AIDS in the Rural South (3 credit hours)
 Fall: 2022
 Delivery Format: Online (Asynchronous)
 E-Learning in Canvas

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 College of Public Health and Health Professions / College of Medicine

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Teaching Assistant: Minor Cushion, MPH, MBA
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Office Hours: Wednesday and Thursday from 5pm-6pm or by appointment (Zoom or phone only, no in-person office hours at this time)

Preferred Course Communications (e.g., email, office phone): **Direct email (ssc1987@ufl.edu) through Outlook email.** This is the preferred method of communication, **not** the message function within Canvas. Emails 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 received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

Prerequisites

Graduate elective course, or permission of the instructor

PURPOSE AND OUTCOME

Course Overview

The causal factors, responses, and outcomes associated with HIV/AIDS in the rural south are complex and steeped within a culture that poses unique barriers to both prevention and the provision of services. The overall goal of this course is to use an ecological framework to explore and understand multilevel factors associated with (1) risk and protective behaviors; (2) testing and disclosure of HIV status; (3) availability and sources of social support; (4) need for and use of medical, psychological, and social services; and (5) the development and use of culturally appropriate interventions.

Relation to Program Outcomes

This course provides primary gains or reinforcement of the following competencies:

MPH Core Competencies
<i>Social and Behavioral Science</i>
<ul style="list-style-type: none"> • Critically describe and evaluate the state of public health social and behavioral science research and literature. • Apply social and behavioral science theories and concepts to public health problems. • Describe and apply the social ecological framework to public health problems. • Understand and apply the principles of community participation in public health research and interventions. • Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities.

Communication
<ul style="list-style-type: none"> • Demonstrate accurate comprehension and interpretation when listening to others • Adapt language and delivery modalities to specific audiences • Facilitate collective information sharing, discussion and problem solving
Diversity and Cultural Proficiency
<ul style="list-style-type: none"> • Demonstrate sensitivity to varied cultural, ethnic socioeconomic backgrounds of individuals and groups, such as: education, health literacy, race, gender, age, profession, political preferences, health conditions, religion/spirituality, place of origin, sexual orientation and gender identity • Identify the impact cultural of values on attitudes and expectations of others • Recognize the varied levels of health access among individuals and within communities

Course Objectives and/or Goals

By the completion of this course students should be able to:

1. Discuss the impact the HIV/AIDS epidemic is having on the Rural South.
2. Describe the epidemiology of HIV/AIDS in addition to prevention, clinical and treatment strategies.
3. Understand the ecological factors associated with HIV/AIDS prevention and management in the rural south.
4. Discuss the psychosocial and cultural factors associated with HIV/AIDS prevention and management in the rural south.
5. Demonstrate an understanding of HIV/AIDS health disparities in the rural south and the ecological factors associated with these disparities.
6. Understand HIV risk factors associated with special populations in the rural south.
7. Identify evidence-based approaches to address HIV/AIDS prevention and management issues in the rural south within an ecological framework.
8. Identify organizational and community resources and deficits for HIV/AIDS interventions in the rural south.

Instructional Methods

Through the use of lectures, readings, discussions, and guest lectures, and a final project, students will strengthen key MPH Core Competencies in the Social and Behavioral Science core and in the cross-cutting themes (see above). This course will be divided into six modules. Each module is made up of the following:

1. Lectures: These are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
2. Readings and Resources: In addition to the lectures, supplementary readings and resources will be posted in the course. The reading and resource list may be supplemented during the course.
3. Discussions: Students are expected to participate in discussion boards throughout the duration of this course. Grades will be assigned based on accuracy, depth, and thoughtfulness of content.
4. Assessments: A variety of assessments will be used in this course, including but not limited to assignments, reflection papers, and projects.

Course Announcements

Class announcements will be sent via the announcement tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email. Therefore, you are responsible for all information in these announcements whether or not you see them in your email.

What is expected of you?

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

For every 1 credit hour in which you enroll in a graduate course, you will spend approximately two to three hours outside of class studying. Therefore, you should expect to spend three hours "in class" per week and six to nine hours of studying per week.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topic and Readings	Assignments
Module 1: HIV BASICS. In this module, we will review the basics about HIV and learn about ways to keep you healthy and prevent HIV transmission.			
1	Wednesday, 8/24 – Sunday, 8/28	Topic: (1) HIV Basics (2) HIV/AIDS Timeline Readings: 1. CDC's HIV/AIDS Timeline (National Prevention Information)	Introduction Infographic due: Sunday, 8/28 11:59pm EST
Module 2: WHY IS THE RURAL SOUTH DIFFERENT? In this module, we will focus on applying the ecological framework to understand why the rural south is different from other areas (nationally) as it relates to causal factors for HIV.			
2	Monday, 8/29 – Sunday, 9/4	Topic: (1) Picture of the Deep South (2) The Ecological Perspective Readings: 1. McLeroy's Social Ecological Model 2. Baral's Modified Social Ecological Model * Read chosen book for upcoming book discussion	Discussion 1 due: State of the HIV epidemic in the Rural South <u>Initial post due:</u> Friday, 9/2 11:59pm EST <u>Replies due:</u> Sunday, 9/4 11:59pm EST
3	Monday, 9/5* – Sunday, 9/11 <i>*Labor Day Holiday</i>	Topic: (1) Epidemiology of HIV in the US (2) Ecological Perspective of Health and HIV/AIDS Readings: 1. CDC: HIV in the United States by Region 2. Strides Against HIV/AIDS Falter, Especially in the South, as Nation Battles Covid 3. Why America's South Still Has Such High HIV Rates *Read chosen book for upcoming book discussion	Reflection Paper 1 due: And the Band Plays On (Movie) Friday, 9/9 11:59pm EST
4	Monday, 9/12 – Sunday, 9/18	Topic: (1) Epidemiology of HIV in the Rural South (2) Ecological Perspective of HIV in the Rural South Readings: 1. Watson et al. (2019): Characteristics of and Trends in HIV Diagnoses in the Deep South Region of the United States, 2012–2017 *Read chosen book for upcoming book discussion	Final Group Project Part 1 due: Grant Proposal Letter of Intent Friday, 9/16 11:59pm EST

Week	Date	Topic and Readings	Assignments
Module 3: HIV BY GROUP – SEGMENTS OF THE POPULATION. While HIV can affect anyone regardless of age, race/ethnicity, gender, or sexual orientation, in the rural south, there are certain groups that remain disproportionately affected by HIV. In this module, the focus will be on identifying the certain groups in the rural south at higher risk for HIV as well as understanding risk factors associated with these groups.			
5	Monday, 9/19 – Sunday, 9/25	Topic: Sexual Orientation: Men who have sex with men (MSM), HIV, and the Rural South Readings: See Canvas *Read chosen book for upcoming book discussion	Discussion 2 due: Our Experiences as Stigmatizer and Stigmatized <u>Initial post due:</u> Friday, 9/23 11:59pm EST <u>Replies due:</u> Sunday, 9/25 11:59pm EST
6	Monday, 9/26 – Sunday, 10/2	Topic: Women, HIV, and the Rural South Readings: See Canvas *Read chosen book for upcoming book discussion	
7	Monday, 10/3* – Sunday, 10/9 *Homecoming: 10/7-10/8	Topic: Racial and Ethnic Minorities, HIV, and the Rural South Readings: See Canvas *Read chosen book for upcoming book discussion	Reflection Paper 2 due: Endgame: AIDS in Black America (Movie) Friday, 10/7 11:59pm EST
Module 4: FACTORS DRIVING THE HIV EPIDEMIC IN THE RURAL SOUTH. In this module, we will apply an ecological approach to identify risk factors at varying levels of the ecological model that contribute to the disproportionate rates of HIV in the rural south.			
8	Monday, 10/10 – Sunday, 10/16	Topic: Individual-level factors, HIV, and the Rural South Readings: See Canvas *Read chosen book for upcoming book discussion	Assignment 1 due: Face of HIV. Dealing with Issues Face to Face. Friday, 10/14 11:59pm EST Book Discussion #1 due: 'The Naked Truth...' via VoiceThread Sunday, 10/16 11:59pm EST
9	Monday, 10/17 – Sunday, 10/23	Topic: Relationship-level factors, HIV, and the Rural South Readings: See Canvas *Read chosen book for upcoming book discussion	Book Discussion #2 due: 'What looks LIKE Crazy...' via VoiceThread Sunday, 10/23 11:59pm EST

Week	Date	Topic and Readings	Assignments
10	Monday, 10/24 – Sunday, 10/30	Topic: Community-level factors, HIV, and the Rural South Readings: See Canvas *Read chosen book for upcoming book discussion	Assignment 2 due: mHealth for Rural Populations Friday, Feb 11 11:59pm EST Book Discussion #3 due: 'Ashamed to Die' via VoiceThread Sunday, 10/30 11:59pm EST
11	Monday, 10/31 – Sunday, 11/6	Topic: Structural-level factors, HIV, and the Rural South Readings: See Canvas *Read chosen book for upcoming book discussion	Discussion 3 due: Ryan White <u>Initial post due:</u> Friday, 11/4 11:59pm EST <u>Replies due:</u> Sunday, 11/6 11:59pm EST Book Discussion #4 due: 'My Own Country...' via VoiceThread Sunday, 11.6 11:59pm EST
Module 5: STRENGTHENING HIV PREVENTION AND CARE IN THE RURAL SOUTH. In this module, we will discuss the roles of local, state and federal organizations, community organizations, and demonstration projects that have committed to help end the HIV epidemic in the rural south.			
12	Monday, 11/7* – Sunday, 11/13 <i>*Veterans Day</i>	Topic: (1) Approaches to Prevention (2) Addressing HIV in Rural and Suburban Communities Readings: See Canvas	Assignment 3 begins: Social media and HIV advocacy Monday, 11/7 9:00am EST
13	Monday, 11/14 – Sunday, 11/20	Topic: (1) The Role of State and Local Health Departments Readings: 1. Florida Department of Health: HIV Initiatives 2. South Ga. health departments, VSU raising awareness on HIV/AIDS	Assignment 3 due: Social media and HIV advocacy Friday, 11/18 11:59pm EST
14	Monday, 11/21* – Sunday, 11/27 <i>*Thanksgiving Break: 11/23-11/26</i>	Topic: (1) The Role of Community-Based Organizations (2) Innovation Demonstration Projects Readings: 1. Kuehn CBO Step up 2. Shapatava CBO Adaptations 3. Belden Geographic Reach of CBO	
Module 6: THE WAY FORWARD: A PLAN FOR ENDING THE HIV EPIDEMIC IN THE RURAL SOUTH. In this module, we will discuss the Ending the HIV Epidemic in the U.S. (EHE) initiative launched in 2019 by the U.S. Department of Health and Human Services (HHS). This initiative aims to reduce new HIV infections in the U.S. by 90% by 2030 by scaling up key HIV prevention and treatment strategies. We will also reflect on our role of public health professionals and discuss ways and which we can help end the HIV epidemic in the rural south.			

Week	Date	Topic and Readings	Assignments
15	Monday, 11/28 – Sunday, 12/4	Topic: Ending the HIV Epidemic in the Rural South Readings: 1. Ending the HIV Epidemic in the U.S. (CDC) 2. Ending the HIV Epidemic in the U.S. (HIV.gov) 3. Ending the HIV Epidemic in the U.S. (HRSA)	Final Group Project Part 2 due: Grant Proposal Friday, 12/2 11:59pm EST
16	Monday, 12/5 – Sunday, 12/11	Topic: Public Health Professionals: What Can We Do? Readings: See Canvas	Reflection Paper 3 due: Attendance at a SHARC Research Seminar <u>AND</u> Reflection Paper 4 due: Course reflection Wednesday, 12/7 11:59pm EST

Course Materials and Technology

Required textbook and course readings

There are no required texts for this course. Instead, the student will select **one** of the four books listed below to read for the “Book Discussion” assignment using VoiceThread. I have tried to identify books examining the different levels of the social-ecological model. Students should be mindful that factors at one level of the ecological model may influence factors at another level.

Book options:

1. Brown, M., Martin, C. (2008). The Naked Truth: Young, Beautiful, and (HIV) Positive. Ecco; Illustrated edition. ISBN-13: 978-0061562396
2. Cleage, P. (2009). What Looks LIKE Crazy On an Ordinary Day. William Morrow Paperbacks. ISBN-13: 978-0061710384
3. Skerritt, A.J. (2011). Ashamed to Die: Silence, Denial, and the AIDS Epidemic in the South. Lawrence Hill Books. ISBN-13: 978-1569768143
4. Verghese, A. (1995). My Own Country; A Doctor’s Story. Vintage. ISBN-13: 978-0679752929

Additional Required Readings

Additional readings may be provided in the modules and posted on the course website (CANVAS) by the instructor or teaching assistant.

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.

Technological Requirements

Everyone must have access to a webcam or video camera. Inexpensive web cameras can be purchased at any media or discount store, or online. Mac users may also need to purchase an external microphone in order to participate in the live book discussion.

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

- Email: helpdesk@ufl.edu
- Phone: (352) 392-HELP - select option 2

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- Website: <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

All assignments are open for early submission before the due date. If you need an extension, you must contact the instructor and online administrator in advance.

Course Assignments

Introduction Infographic (4% of Final Grade): During the first week of class, you will create an infographic introducing yourself to your classmates. **The assignment is due week 1.**

Course Assignments (16% of Final Grade): There are three assignments for the course; however, one assignment has two parts. Each assignment is worth 4% of your total grade. In-depth instructions for each assignment will be provided in the "Assignments" tool on the course website. All assignments should be submitted online through the Canvas system. You also have the option of submitting your assignments early. It is a student's responsibility to submit your assignment attachments correctly within Canvas. Be sure not only that you HAVE actually made an attachment, but that you have made the CORRECT attachment. Please check your submission after submitting as not submitting it correctly could count as submitting it late if this is corrected after the due date. The assignments in this course will allow unlimited re-submissions to make any corrections you wish to make before the due date. **The assignments are due week 8, 10, 13.**

Discussion Posts (12% of Final Grade): You will be required to participate in three discussion posts during the semester. Each discussion is worth 4% of your total grade. If you are required to post on the discussion board, it will be indicated within that week's announcement, or you will see it within the course calendar. You must post at least twice to each discussion board unless otherwise indicated in the assignment description. Active participation in the online discussions helps create a learning community and encourages peer interaction, presents different perspectives, and challenges ideas. Each student is required to make one original post to the questions posed in the discussion board. Your response to one other student's post should be thoughtful and should further promote the conversation. Original posts and replies should be thoughtful and comprehensive, therefore it is expected that students cite material using APA 7th edition provided from the lectures and readings, as well as outside materials if appropriate.

- **Discussion 1:** State of the HIV epidemic in the South (Week 2)
- **Discussion 2:** Our Experiences as Stigmatizer and Stigmatized (Week 5)
- **Discussion 3:** Ryan White (Week 11)

The exchange of ideas between colleagues is a key aspect of graduate learning and is a required activity in this course. Therefore, in order to receive credit, you must post your response to the posted discussion board questions by Friday at 11:59pm ET. In addition, you must post a response to one other student's post by Sunday at 11:59pm.

Your grade on the discussion board is based on participation. Each discussion board assignment is worth 40 points. However, in order to received full credit for these posts, you must follow these guidelines:

- Posts should be a between 225-250 words

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- Posts should be relevant to the topic being discussed but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion.
- Posts should use correct grammar, punctuation and vocabulary appropriate for a university-level course.
- When applicable, posts, must cite material using APA 7th edition.

Reflective Writing Papers (18% of Final Grade): There will be four reflection papers that should be done independently. Each assignment is worth 4.5% of your total grade. These reflection papers should be no more than 2-pages and will cover a range of topics and themes to measure your knowledge of the content. You may be asked to provide your reaction to a video, case study, research seminar presentation, or journal article. Please follow the instructions carefully for each reaction paper assignment within the Canvas course site. Rubrics for each assignment will be provided within Canvas.

- **Reflection Paper 1:** And the Band Plays On (Movie) (Week 3)
- **Reflection Paper 2:** Endgame: AIDS in Black America (Movie) (Week 7)
- **Reflection Paper 3:** Attendance at a SHARC Research Seminar (Week 16)
- **Reflection Paper 4:** Course reflection (Week 16)

Book Discussion (15% of Final Grade): The fifth discussion for the semester will be a book discussion conducted using VoiceThread. Full instructions on this VoiceThread assignment are located under the Course Documents tab. In order to fully participate in this discussion, please be sure that you read one of the four books listed under the required course readings. During the first week of class, you will need to sign-up for your chosen book. You are also required to participate in the book discussion pertaining to your chosen book. You will participate in a VoiceThread book discussion for your chosen book during week 8, 9, 10, or 11.

Final Project (35% of Final Grade): Students will work with their group member to submit a grant proposal in response to a funding opportunity announcement posted under the Course Documents tab on the course website. In the grant proposal, each group will select one of the problems faced by people living with HIV/AIDS in the rural south and propose an intervention to address the problem. Students are expected to follow the guidelines outlined in the FOA. The proposal should utilize class readings, lectures, and other academic/research sources (**at least 10 sources are required**). Students should begin working on this assignment as soon as possible and develop the proposal throughout the semester. The final project has two parts: a Letter of Intent (LOI) due week 4 and the completed grant proposal due week 15.

Assignments

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Introduce Yourself Infographic	Week 1	40 points or 4% of final grade
3 Assignments (40-80 points each)	Week 8,10, 13	160 points or 16% of final grade
3 Discussions (40 points each)	Week 2,5, 11	120 points or 12% of final grade
4 Reflection Papers (45 points each)	Week 3,7, 16	180 points or 18% of final grade
Book Discussion	Week 6, 7, 8, or 9	150 points or 15% of final grade
Final Group Project (Letter of Intent and Grant Proposal)	Week 4, 15	350 points or 35% of final grade
Total		1000 points or 100%

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

Example:

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

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

More information on UF grading policy may be found at:

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

Policy Related to Make up Exams or Other Work

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Requirements: Students are responsible for all course material, including reading all required materials prior to each lecture. The course is conducted in eLearning and all assignments, course lectures, discussions, emails and quizzes will be delivered in this medium. Students should also read your email and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.), please check this mail at <http://webmail.ufl.edu> regularly also. Students should also reference the calendar in the course to keep up with weekly deadlines.

Late assignments: Assignments turned in up to 24 hours late will be discounted 5 points of the grade they would otherwise receive. Assignments turned in more than 24 hours late will be discounted at an additional 5 points per day unless arrangements have been made in advance with the instructor. Assignments turned in at 11:59:01 PM are LATE, the computer counts on-time submission up to 11:59:00 PM, so please do not wait until 11:54 or later to submit an assignment unless you understand that your assignment may be marked late. It is the responsibility of students to open your submission and verify not only that an assignment was submitted, but that an attachment was made and was the correct attachment.

Missed Assignments: Missed assignments and discussion posts will contribute zero points toward your final grade.

Makeup Assignments: If you are unable to meet a deadline in this course for [approved reasons](#) and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other late or missed work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per university policy and MUST be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

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

Policy Related to Required 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 (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Communication Guidelines

When to Send an E-Mail to the Instructor:

Contacting the course Instructor, Dr. Canidate, when you have: a scheduling conflict, suspect a grading error, family emergency, technical issue or are behind in the course. Please contact the teaching assistant, Minor Cushion for clarification on course materials. The instructor and teaching assistant will hold virtual office hours each week or they can be reached via Outlook email. <http://studentlife.online.mph.ufl.edu/when-to/when-to-send-e-mail-to-the-instructor/>

Please keep the following things in mind when emailing the instructor or teaching assistant.

1. **Be Formal-** Use a proper salutation when emailing and finishing with a "Thank you" is always appreciated. This is true for other professors and/or employers.
2. Use a **subject line**, please don't leave it blank.
3. **Specify** who you are by first and last name and specify which class you are taking before diving into the specifics.

4. **Be thorough-** Any time you send a message, you should have two things in mind: goal and audience. Your audience here is me, your professor. Your goal could be any number of things, from clarifying the reading assignment to asking for an extension. Whatever your goal maybe, you'll want to anticipate any questions I may have and incorporate the information into your message.
5. **Be kind-** Professors are people, too. We have friends, families, hobbies and favorite foods. So, when you email a professor, remember that you are not writing to an entity, a building or a computer — you are communicating with a real person. Be kind, be thankful and don't come across as demanding.
6. **Allow time-** If you need advice or clarification on an assignment, avoid emailing the night before it is due. You might not get a timely reply.
7. **Proofread-** The final step, proofreading ensures that you come across as professional and caring. An email full of errors and faulty sentence structure may distract from your message.

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.

Recording Within the Course:

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

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

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party

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note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. 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>
- **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.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

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 feel 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