

College of Public Health & Health Professions Syllabus
PHC 6937: Introduction to Public Health: For Credit Course
Spring 2023
Delivery Format: Online e-Learning in Canvas

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College of Public Health and Health Professions | College of Medicine
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Office Hours via Zoom:

Weeks 1-16 on **Wednesdays 10:00-11:00 AM Eastern Time**, excluding Spring Break week.

Zoom link: <https://ufl.zoom.us/j/92465338535>

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.

Prerequisites: None

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 impacted 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

Topic Outline/Course Schedule

Module	Theme	Topics
1 (Week 1-2)	Course Introduction Public Health history, philosophy, and values	<ul style="list-style-type: none"> What is Public Health? Review syllabus and course requirements History of Public Health Values and Ethics in public health A philosophy of public health
2 (Week 2-3)	The core functions of Public Health and the 10 Essential Services	<ul style="list-style-type: none"> Core functions/10 Essential Services The Public Health system in the United States
3 (Week 4)	Quantitative research methods in Public Health	<ul style="list-style-type: none"> Epidemiological contributions to Public Health Biostatistics contributions to Public Health Quantitative research contributions to Public Health
4 (Week 5)	Qualitative research methods in Public Health	<ul style="list-style-type: none"> Qualitative research contributions to Public Health
5 (Week 6)	Behavioral and Psychological Factors That Affect Public Health	<ul style="list-style-type: none"> Social and Behavioral Sciences in Public Health
6 (Week 7)	Social, Political and Economic Determinants of Health	<ul style="list-style-type: none"> Social Determinants of Health Health Equity
7 (Week 8)	Diversity and Inclusion in Public Health	<ul style="list-style-type: none"> Diversity in public health
8 (Week 9)	Environmental Health /OneHealth	<ul style="list-style-type: none"> What is Environmental Health? Environmental Health contributions to Public Health One Health
<ul style="list-style-type: none"> <i>Week 10 Note: Spring Break week has no assignments due, no scheduled work.</i> 		
9 (Week 11)	Global Public Health	<ul style="list-style-type: none"> What is Global Public Health? Improving nutrition in children in West Africa.
10 (Week 12)	Evidence-Based Public Health	<ul style="list-style-type: none"> Evidence-based public health Screening in public health, Part 1
11 (Week 13)	Public Health Biology	<ul style="list-style-type: none"> Biological and genetic factors that affect a population's health Infectious disease control

Module	Theme	Topics
12 (Week 14)	Public Health Trends and Initiatives in Our Community/ Health Science, Research, Management and Policy	<ul style="list-style-type: none"> Health disparities
13 (Week 15-16)	The Science of Prevention in Public Health	<ul style="list-style-type: none"> Levels of prevention Screening in public health, Part 2

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-7th 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

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

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

ACADEMIC REQUIREMENTS AND GRADING

ASSIGNMENTS: (Discussions, Quizzes, and Reflection/Infographic 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*		
<p>*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.</p> <p>Please see note about Religious Holidays, at bottom of the table.</p>		
Discussion Posts (3, & 3 pairs of responses) - Requirement for all students	Due date*	Points
Discussion 1 Post: Introduction Video	Mon 1/23/23	5
Discussion response posts (≥2 response posts, to Discussion 1)	Mon 1/30/23	5

Discussion 2 Post: Empathy Mode	Mon 2/27/23	10
Discussion response posts (≥2 response posts, to Discussion 2)	Mon 3/6/23	5
Discussion 3 Post: Reflection on the Science of Prevention in Public Health	Mon 4/24/23	10
Discussion response posts (≥2 response posts, to Discussion 3)	*WED* 4/26/23*	5
Quizzes (6) - Requirement for all students	Due date*	Points
Quiz 1	Mon 1/23/23	10
Quiz 2	Mon 2/13/23	10
Quiz 3	Mon 2/20/23	10
Quiz 4	Mon 3/27/23	10
Quiz 5	Mon 4/10/23	10
Quiz 6	Mon 4/17/23	10
Assignments (4, & 4 Peer reviews):	Due date*	Points
Assignment 1: Reflection on Milestones of Public Health	Mon 1/30/23	25
Peer review Assignment 1	Mon 2/6/23	10
Assignment 2: Reflection on Materials from Modules 3-6	Mon 2/27/23	25
Peer review Assignment 2	Mon 3/6/23	10
Assignment 3: Infographic - Public Health's Relevance & Influence	Mon 3/20/23	25
Peer review Assignment 3	Mon 3/27/23	10
Assignment 4: Reflection on Materials from Modules 9-12	Mon 4/17/23	25
Peer review Assignment 4	Mon 4/24/23	10
Total Points for 3-Credit Course		240
*You are welcome to work ahead in the class and submit early. The dates listed in the table are required dates. Work will be graded after the due date listed in the table.		
RELIGIOUS HOLIDAYS, AND DUE DATES There are several religious holidays that occur during the semester. As this is an asynchronous class, even if you are observing them, these holidays may not affect your work in the class too much. However, if you will be observing religious holidays this semester, and this could affect you being able to submit work/complete a quiz by the due date per the table above, please let me know in advance if you need some extra time to make up course activities. <i>[Contacting me in advance will enable me to schedule time to grade your work in a timely manner.]</i> Thank you for working with me on this.		

DISCUSSIONS

- There will be a total of 3 discussions throughout the semester that will help you engage with your peers 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).
- **To earn full points for original video posts**, your post must be relevant (per instructions), good quality, about 2 minutes long (minimum, 1 minute-and-50-seconds; maximum, 3 minutes), and be uploaded or recorded to your post as shown in the instructions. Uploading your transcript to ensure your video is accessible to all students, is recommended when possible.
- **To earn full points for original written posts**, your post must be relevant, good-quality, and contain 500+ words.
- **To earn full points for any discussion**, for each discussion you must post (at least) two reply posts containing at least 250+ words *within each reply*. Replies must be thoughtful and respectful, relevant to the discussion, and good quality.

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’ work.
- 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 insightful comments and/or additional information regarding their work on Assignment 1, per description below (Peer Review section).
- **See Canvas pages for word count requirements, and quality/content needed if you wish to earn full credit.**

Housekeeping details for assignments:

Grading rubrics: A detailed rubric – *with ten pages of tips and examples for creating APA-7th Edn citations* - is provided on assignment page in Canvas for Assignments 1,2, & 4. Rubrics are posted within/immediately after the instructions. **Rubrics are assignment-specific:** Assignment 1 does not assume prior knowledge of APA-7th Edn format, but Assignment 4 expects you to be approaching proficiency.

Assignments 1, 2, 4:

Submission type: MS Word Document

Length: (Parts 1-3 combined, excluding headings), 800 words minimum; 1200 words maximum.

Font: 12 pt font (Arial, Times New Roman); double spaced.

Format: **APA-7th Edn format**

including Title page, page numbers, APA-7th Edn style headings, separate page reference list.

In-text citations: APA-7th Edition format;

- All data or definitive statements should have a citation, either the original citation or the specific module section/resource slide PDF page.

Dates of resources cited: either a publication date or date resource was retrieved, is required.

Assignments 1, 2, 3, & 4 will use a PeerMark Submission Process:

- Assignments will be submitted into PeerMark external grading tool via Canvas and will be checked for originality via Turnitin.
- A PDF with instructions on how to use PeerMark will be provided, via Canvas, during the first week of the semester (see Announcement about PeerMark).

Assignment 3 (Infographic) Description:

- An infographic is one static slide used to convey pertinent information about a subject
- 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!

Full instructions for the Infographic, and examples are provided on the assignment page in Canvas.

You will create a visual representation of how a key message in Module 8 (Environmental Health or OneHealth) intersects with the five core areas of public health.

- **Your message must be based on the material contained in the course**, and
- **Infographic must use one or more items of (relevant) Environmental Public Health Data** sourced from the databases provided in the Module 8 *Accessing Environmental Public Health Databases* tutorial (NHANES, ATSDR, EPHTN, FLWMI, FL Health Charts), or US EPA, or US CDC database not already listed.

You should:

- **Use one PowerPoint slide for the infographic,**
- **Use a second slide for the references.**
- Please use numbers (in parentheses or as superscripts) on the infographic, to indicate sources of information and images.
- Please cite sources of all non-original images.
- Please cite data sources.

Peer Reviews

Peer Reviews for Assignments 1, 2, 3, & 4, will be written within the PeerMark external tool in Canvas.

A PDF with instructions on how to use PeerMark will be provided, via Canvas, during the first week of the semester (see Announcement about PeerMark).

Instructions for Peer Reviews:

- To complete your Peer Review: Read your classmate's assignment paper that you were assigned, and **write three insightful commentary paragraphs, about your peer's work.**
 - Expected word count for each commentary paragraph, 100-200 words (300–600-word total for peer review). *No point deductions for writing 'more' than 600 words.*
 - **Each commentary paragraph should add something to the academic conversation.** Complements are welcome but complements alone with no additional (related!) information and/or suggestions will earn up to a token point each, not full points (Please see grading rubric in Canvas). *[Example: A peer review solely stating, "Great job!", "Love this", "I agree" would earn maximum of 1 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.
 - **If your response involves facts/figures, or other types of 'citable' information, please give the reference for the original source.** Please use APA-7th Edition for citations.
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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 your *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>

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 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 assistance/advice 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."

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

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."*