

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6441: Understanding Health Disparities in the United States (3 credit hours)**  
Semester: Spring 2023  
Delivery Format: Online  
UF e-Learning in Canvas: <http://elearning.ufl.edu>

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**Instructor Name:** Shantrel Canidate, PhD, MPH

**Assistant Professor**

**Department of Epidemiology**

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

**Room Number:** CTRB, Room 4246 (4<sup>th</sup> Floor)

**Phone Number:** (352) 294-5962

**Email Address:** [ssc1987@ufl.edu](mailto:ssc1987@ufl.edu)

**Office Hours:** Tuesday: 10pm-11am or by appointment (Zoom or phone only, no in-person office hours at this time).

**Teaching Assistant:** Minor L. Cushion, MPH, MBA

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

**Office Hours:** Monday and Friday: 6pm-7pm 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 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.

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### **Prerequisites**

Graduate elective course, or permission of the instructor

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course will review determinants that influence health outcomes of the most disadvantaged populations in the United States. Special attention will be given to socioeconomic, racial, ethnic, and gender status and their relationships with health disparities and inequities. We are going to discuss why culturally competent public health programs are needed to eliminate health disparities in the United States.

*Content areas will include:*

- The role of Public Health practitioners in identifying and reducing health disparities;
- The relationship of health disparities to the structure of the health system in the United States;
- The role of the regulatory system and discrimination;
- The health status of non-insured populations;
- Cultural backgrounds of native and immigrant populations that belong to the most disadvantaged

- groups and how they affect the ability to communicate with health professionals and thus, health outcomes;
- Civil and human rights in relation to health disparities;
- Current health status and trends of the most disadvantaged groups in US; and
- Current Public Health interventions and initiatives to eliminate health disparities in the United States.

### Course Objectives and/or Goals

- I. Evaluate the cultural factors of a society that contribute to health disparities using current literature
  - a. Identify racial, ethnic and gender health disparities
  - b. Describe genetic, socioeconomic, biological, and environmental determinants that result in health disparities
  - c. Articulate the context and identify frameworks to examine health disparities
- II. Appraise the components of programs and interventions to determine their systematic effectiveness in addressing health disparities and cultural factors
  - a. Analyze direct and indirect factors
  - b. Identify intervention, education and evaluation programs
  - c. Describe complex measures of health disparities
  - d. Identify and articulate current health trends that influence health disparities
- III. Assess the role of public health practitioners in a given system so that their responsibilities, required skills, cultural competence, and the knowledge of their target population are addressed
  - a. Identify roles and contributions of public health practitioners
  - b. Describe the challenges and strengths of public health practitioners
  - c. Analyze the role of the public health practitioner in addressing health disparities
- IV. Advocate for interventions, policy changes, human rights, economic circumstances, and health system attributes that promote the elimination of health disparities
  - a. Critically review scientific literature, analyze and summarize strengths and weaknesses, and make recommendations for improvements
  - b. Analyze public health policies, laws, health systems and health organizations
  - c. Identify resources relevant to each health disparity
  - d. Prepare and submit a letter to the editor to address a disparity within a specific population

### Instructional Methods

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

- 1) Lectures/videos (posted to eLearning)
- 2) Readings and Resources (textbook chapters and/or articles posted to eLearning)
- 3) Discussion posts
- 4) Book discussion (via Zoom)
- 5) Reflection papers
- 6) Final Project

### 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 facilitate overall mastery of the course objectives.

For every 1 credit hour in which you enroll in an 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.

### Course Materials and Technology

#### Required textbook:

1. LaVeist, T.A., & Isaac, L.A. (Eds). (2012). *Race, Ethnicity, and Health: A Public Health Reader*, Second Edition. Hoboken, NJ: Jossey-Bass. ISBN-13: 9781118049082 or ISBN-10: 111804908X
2. Barr, D. A. (2019). *Health disparities in the United States: Social class, race, ethnicity, and the social determinants of health*. JHU Press. ISBN-13: 978-1421432588 or ISBN-10: 1421432587

#### Required text for course book discussion:

1. Skloot, R. (2017). *The immortal life of Henrietta Lacks*. Broadway Paperbacks. ISBN-10 : 9781400052189

**Additional Required Readings:** May be provided in the modules and posted on the course website (CANVAS) by the Instructor.

**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.

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

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

#### Additional Academic Resources

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

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

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

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**DESCRIPTION OF COURSE CONTENT**
**Topical Outline/Course Schedule**

Dates	Module	Topics and Cross-cutting Issues	Readings & Materials	Discussions, Assignments, & Assessments
Jan 09 – Jan 13	<b>Module 1: Introduction to the Course</b>	<b>Week 1:</b> Syllabus; Overview of course		<b>Introduction Infographic due:</b> Friday, Jan 13 11:59pm EST
	<b>Module 2: Defining Health and Measuring Health Disparities</b>	<b>Week 1:</b> Defining Health and Health Care Disparities; How Should We Measure Health?	<p><u>Read:</u> LaVeist &amp; Isaac – Chapter(s): 1</p> <p>Barr – Chapter(s): 2</p> <p>See Canvas for additional readings</p> <p><u>Watch:</u> Unnatural Causes Episode 1</p>	
Jan 16 – Jan 20	<b>Module 3: Historical and Political Considerations</b>	<b>Week 2:</b> Historical Perspective	<p><u>Read:</u> LaVeist &amp; Isaac Chapter(s): 2,3</p> <p>Barr – Chapter(s): 3</p> <p>See Canvas for additional readings</p>	<p><b>Discussion 1 due:</b></p> <p><u>Initial post due:</u> Friday, Jan 20 11:59pm EST</p> <p><u>Replies due:</u> Sunday, Jan 22 11:59pm EST</p>
Jan 23 – Jan 27	<b>Module 4: Conceptualizing Race and Ethnicity</b>	<b>Week 3:</b> Race, ethnicity, and health (Part I)	<p><u>Read:</u> Barr – Chapter(s): 5,6</p> <p>See Canvas for additional readings</p>	<p><b>Discussion 2 due:</b></p> <p><u>Initial post due:</u> Friday, Jan 27 11:59pm EST</p> <p><u>Replies due:</u> Sunday, Jan 29 11:59pm EST</p>
Jan 30 – Feb 3		<b>Week 4:</b> Race, ethnicity, and health (Part II)	<p><u>Read:</u> LaVeist &amp; Isaac Chapter(s): 4</p> <p>See Canvas for additional readings</p>	<p><b>Reflection Paper 1 due:</b> Friday, Feb 3 11:59pm EST</p> <p><b>Final Project Part 1 due:</b> Project Outline and Project Rationale Friday, Feb 3 11:59pm EST</p>

<b>Feb 6 – Feb 10</b>	<b>Module 5: Explaining Racial and Ethnic Disparities in the U.S.</b>	<b>Week 5:</b> African Americans and Health Disparities	<u>Read:</u> LaVeist & Isaac Chapter(s): 6  See Canvas for additional readings  <u>Watch:</u> Unnatural Causes Episode 2	<b>Reflection Paper 2 due:</b> Friday, Feb 10 11:59pm EST
<b>Feb 13 – Feb 17</b>		<b>Week 6:</b> Latino Populations and Health Disparities	<u>Read:</u> LaVeist & Isaac Chapter(s): 11  See Canvas for additional readings  <u>Watch:</u> Unnatural Causes Episode 3	
<b>Feb 20 – Feb 24</b>		<b>Week 7:</b> Asian Americans and Asian Immigrants and Health Disparities	<u>Read:</u> LaVeist & Isaac Chapter(s): 12  See Canvas for additional readings	<b>Reflection Paper 3:</b> Friday, Feb 24 11:59pm EST
<b>Feb 27 – Mar 3</b>		<b>Week 8:</b> American Indians, Pacific Islanders, and Alaskan Natives	See Canvas for additional readings  <u>Watch:</u> Unnatural Causes Episode 4	<b>Final Project Part 2 due:</b> Literature review Grid Friday, Mar 3 11:59pm EST
<b>Mar 6 – Mar 10</b>		<b>Week 9:</b> Sexual Orientation and Gender Identity Disparities	See Canvas for additional readings	<b>Discussion 3 due:</b>  <u>Initial post due:</u> Friday, Mar 10 11:59pm EST <u>Replies due:</u> Sunday, Mar 12 11:59pm EST
<b>Mar 13 – Mar 17 Week 10: ENJOY SPRING BREAK</b>				
<b>Mar 20 – Mar 24</b>	<b>Module 6: Social and Environmental Determinants</b>	<b>Week 11:</b> Social determinants	<u>Read:</u> LaVeist & Isaac Chapter(s): 15-18	

			See Canvas for additional readings  <u>Watch:</u> Unnatural Causes Episodes 5	
<b>Mar 27 – Mar 31</b>		<b>Week 12:</b> Environmental determinants	<u>Read:</u> LaVeist & Isaac Chapter(s): 20,23  See Canvas for additional readings  <u>Watch:</u> Unnatural Causes Episodes 6	<b>Discussion 4 due:</b>  <u>Initial post due:</u> Friday, Mar 31 15 11:59pm EST <u>Replies due:</u> Sunday, Apr 2 11:59pm EST  <b>Final Project Part 3 due:</b> Proposed Intervention Adaptation Friday, Mar 31 11:59pm EST
<b>Apr 3 – Apr 7</b>	<b>Module 7: Health Services and Health Systems Effects</b>	<b>Week 13:</b> Patients and Providers	<u>Read:</u> LaVeist & Isaac Chapter(s):26,27,29  Barr – Chapter(s): 8,9  See Canvas for additional readings  <u>Watch:</u> Unnatural Causes Episode 7	<b>Reflection Paper 4:</b> Friday, Apr 7 11:59pm EST  <b>Book Discussion via Zoom: TBD</b>
<b>Apr 10 – Apr 14</b>		<b>Week 14:</b> Healthcare System Design; Laws and Policies	<u>Read:</u> LaVeist & Isaac Chapter(s):32-33; 35  Barr – Chapter(s): 10  See Canvas for additional readings	<b>Discussion 5 due:</b>  <u>Initial post due:</u> Friday, Apr 14 11:59pm EST <u>Replies due:</u> Sunday, Apr 16 11:59pm EST
<b>Apr 17 – Apr 21</b>	<b>Module 8: Health Disparities Solutions</b>	<b>Week 15:</b> Addressing Health Disparities	<u>Read:</u> LaVeist & Isaac Chapter(s): 36-38  See Canvas for additional readings	<b>Final Project due:</b> Completed project Friday, Apr 21 11:59pm EST

Apr 24 – Apr 26		<b>Week 16:</b> Public Health Professional: Where do we fit in?	<u>Read:</u> Barr – Chapter(s): 11	<b>Reflection Paper 5 due:</b> Wednesday, Apr 26 11:59pm EST
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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

**Introduction Infographic** (5% of Final Grade): During the first week of class, you will create an infographic introducing yourself to your classmates.

**Discussions** (15% of Final Grade): You will be required to participate in five discussion posts during the semester. Each discussion is worth 3% 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 the two 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 7<sup>th</sup> edition provided from the lectures and readings, as well as outside materials if appropriate.

- **Discussion 1:** Does Race Matter In the Elimination of Health Disparities (Week 2)
- **Discussion 2:** Toward Conceptualizing Race and Racial Identity Development Within An Attractor Landscape (Week 3)
- **Discussion 3:** Sexual Orientation and Gender Identity Disparities (Week 9)
- **Discussion 4:** Addressing Environmental Determinants of Health Disparities (Week 12)
- **Discussion 5:** Designing Health Care Systems to Avoid Bias and Ensure Equitable Care (Week 14)

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 two student’s post by Sunday at 11:59pm.

Your grade on the discussion board is based on participation. Each discussion board assignment is worth 30 points. However, in order to received full credit for these posts, you must follow these guidelines:

- Posts should be a between 225-250 words
- 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 7<sup>th</sup> edition.

**Reelection Papers** (20% of Final Grade): There will be five reflection papers that should be done independently. Each assignment is worth 4% of your total grade. These reflection papers 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, 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:** Lecacy of Courage: W.E.B Du Bois and The Philadelphia Negro (Week 4)

- **Reflection Paper 2:** Race and Privilege: A Social Experiment (Week 5)
- **Reflection Paper 3:** Adverse Childhood Experiences (ACEs) – Never Had A Friend (Week 7)
- **Reflection Paper 4:** True Story of Henrietta Lacks and the Immortal HeLa Cells (Week 13)
- **Reflection Paper 5:** Course Reflection (Week 16)

**Book Discussion** (25% of Final Grade): During the course, you will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. You will participate in a book discussion via Zoom during the Week 13.

**Final Project** (35% of Final Grade): The final project will be completed as a group assignment. Each group should choose a topic in health disparities that is of their interest. Moreover, groups will adapt an existing intervention to address a disparity within their specific population. The project will provide a platform for your group to adapt an existing intervention - taking into account cultural, racial, and ethnic factors. Each group will provide background on the health issue, discuss the subgroup/population most affected, outline the objectives you are seeking to achieve, and adapt a product to be used by a local or national health organization. Specifically, groups will create an intervention campaign to raise awareness about the health condition/risk surrounding the disparity and population of they have selected. The scenario for the intervention involves presenting to stakeholders to persuade them to implement your intervention. The majority of the information your group will need to adapt your intervention is already included in your paper. I anticipate charts/graphs/flowcharts/pamphlets that you feel would be necessary to present to stakeholders to persuade them to implement your intervention.

This project will be broken into smaller parts with specific due dates throughout the course that provide the opportunity for revisions and refinement of the final product prior to the completed submission at the end of the semester. More detailed information related to each part of the assignment can be found on the course website.

**Part 1: Project Outline and Project Rationale** (Week 4)

- a. Identify disparity and population

**Part 2: Health Disparities Topic Literature Review Grid** (Week 8)

- a. Articulate the context of the health disparity
- b. Identify frameworks to examine its impacts on the chosen population
- c. Articulate and analyze direct and indirect factors that affect the context, disparity, and specific population
- d. Identify the current public health policies, laws, and health systems, and health organizations that define the role of public health in understanding and addressing the disparity within the specific population and synthesize this overview into a concise model for professional engagement for the public health practitioner seeking to work with the population in addressing this disparity
- e. Create a health infographic related to the health disparity

**Part 3: Intervention Proposal** (Week 12)

- a. Identify current intervention, education, and evaluation programs that are targeted to the disparity and population
- b. Provide an analysis of the relative strengths and weaknesses of these programs
- c. Propose an adaptation a targeted public health intervention that is complementary to those already existing but novel in its integration of cultural competency and bold use of the unique role of public health professionals in its goals.

**Part 4: Completed Final Project due** (Week 15)



## Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Introduce Yourself Infographic	Week 1	50 points or 5% of final grade
5 Discussions (30 points each)	Ongoing	150 points or 15% of final grade
5 Reflection Papers (40 points each)	Ongoing	200 points or 20% of final grade
Book Discussion	Week 13	250 points or 25% of final grade
Final Project	Ongoing	350 points or 35% of final grade
<b>Total</b>		<b>1000 points or 100%</b>

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points earned	1000-930	920-900	890-870	860-830	820-800	790-770	760-730	720-700	690-670	660-630	620-600	<600

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.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	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	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

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

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

**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**

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**

#### **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 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/>.

### Communication Guidelines

#### When to Send an E-Mail to the Instructor vs my assigned Teaching Assistant (TA):

**Contacting your TA:** Each class section has an assigned TA. The TA is responsible for grading assignments, answers course material question, answers assignment questions and will provide clarification to the students when needed. They hold office hours each week for you to meet in person or they can be reached via email on the class website.

**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.

<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 your TA.

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. I often teach multiple classes per semester and usually have hundreds of students to serve. **State your name, the class you are taking and the course section** (I might teach three sections of your course and will need to know which one you attend).
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.

## 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>. On line 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.

**Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)