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University of Florida
College of Public Health & Health Professions Syllabus
PHC 6704: Community-Based Participatory Research
Credit Hours: 3
Spring 2023
Delivery Format: Classroom

Instructor: Sarah Catalanotto, MPH, CTTS

Room: HPNP G-301A

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Office Hours: By appointment

Preferred Course of Communication: If you have questions or need to contact me, please email me at scatalanotto@ufl.edu account.

PURPOSE AND OUTCOME

Course Overview:

This course is to provide an overview of theories, principles, and strategies associated with Community-Based Participatory Research (CBPR). This introductory course is intended for graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities in public health.

Relation to Program Outcomes:

Community-based participatory research (CBPR) is a widely accepted collaborative approach to research that works to understand and protect public health by involving all partners in the research process. CBPR has emerged in the last decades to bridge the gap between science and practice through community engagement and social action to increase health equity

This is a highly interactive class with the goal to provide participants with an overview of theories, principles, and strategies associated with how to conduct public health research using the principles of Community-Based Participatory Research (CBPR). This introductory course on CBPR is intended for graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities in public health. We will explore topics such as the purpose and applications of CBPR; partnership formation and maintenance; issues of power, trust, race, class, and social justice; cultural competency; ethical issues; and CBPR's relationship to cultural knowledge systems.

Active engagement in the course will provide participants with the knowledge and skills necessary to co-develop and participate in CBPR projects, as well as a critical awareness of the advantages and limitations of CBPR. The course will reflect an interdisciplinary perspective while using CBPR's philosophical commitment to co-teaching and co-learning. This course is not a methodology course. CBPR is an approach to conducting research that is amenable to a variety of research designs and methodologies. This course focuses on the CBPR approach to research and will not cover topics such as survey design, quantitative methods, qualitative methods, focus groups, community needs assessment procedures, etc.

As a model of the participatory approach, the course content will be responsive to needs and expressed interests of students, within the broad categories of topics aligned within course objectives.

Course Objectives and/or Goals

At the end of this course, you should be able to:

- Describe the conceptual and philosophical roots of community-based public health research.
- Compare various approaches to community-based research.
- Explain the process and challenges of forming, maintaining and sustaining partnerships with communities for CBPR.
- Understand CBPR as a strategy to address social justice, policy or systems change issues
- Assess the ethical challenges in co-conducting research with communities.
- Explain the positions of CBPR proponents and critics.
- Evaluate the importance of governance structures, cultural humility/cultural competency, and participatory evaluation in the design and implementation of CBPR as strategies to address power dynamics and ethical issues appropriately.
- Conduct a mock CBPR research project.

Instructional Methods

1. Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
2. Readings and Resources: Supplementary readings and resources are posted in the course. The reading list may be supplemented during the course.
3. Assessments: A variety of assessments are in this course, including but not limited to discussions, assignments, journal club presentations, final projects, written critique, community agency interview and exams.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Topical Outline/Course Schedule

| Weeke | Date | Topic | Reading/Assignments/Activities |
|-------|------|--|---|
| 1 | 1/11 | <p>Topics: (1) Introduction to the course (2) Review Syllabus (3) Determine class rules</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Introduction to course • Review Syllabus • Introduction to each other | <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Skill Building-Group Decision Making: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-decision-making <p>Class Activity</p> <ul style="list-style-type: none"> • Create class rules: establish ground rules for class through consensus building techniques • Building Community-assigning groups for group project |
| 2 | 1/18 | <p>Topic: (1) CBPR Historical and Theoretical Foundations of CBPR (2) Nine Principles of CBPR (3) Template for Journal Club</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Historical and Theoretical Foundations of CBPR • Nine Principles of CBPR • Template for Journal Club | <p>Assigned Readings:</p> <p>(1) Guta, A., Flicker, S., & Roche, B. (2013). Governing through community allegiance: a qualitative examination of peer research in community-based participatory research. <i>Critical Public Health</i>, 23(4), 432-451. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3827674/</p> <p>(2) Applying Community-Based Participatory Approaches to Addressing Health Disparities and Promoting Health Equity https://onlinelibrary-wiley-com.lp.hscl.ufl.edu/doi/full/10.1002/ajcp.12487</p> <p>Class Activity</p> <ul style="list-style-type: none"> • Follow up on class rules & group assignment |
| 3 | 1/25 | <p>Topic: (1) Working with Minority and Special Populations</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Guest Lecture: Laura K. Guyer, PhD, MEd, RDN • Cultural Competency | <p>Assigned Readings/Video:</p> <ul style="list-style-type: none"> • Dankwa-Mullan, Irene et al. <i>Conducting Community-based Participatory Research with Minority Communities to Reduce Health Disparities</i>. Hoboken, New Jersey :: John Wiley & Sons,, 2021. • https://ufl-flvc.primo.exlibrisgroup.com/discovery/openurl?institution=01FALSC_UFL&vid=01FALSC_UFL:UFL&rft.pub=John%20Wiley%20%26%20Sons,%20Ltd&url_ver=Z39.88-2004&rft_id=info:doi%2F10.1002%2F9781119374855&rft.date=2021&rft_id=info:sid%2Fwiley&rft.isbn=1-119-37481-2&rft.btitle=The%20Science%20of%20Health%20Disparities%20Research&rft.genre=book&rft.atitle=Conducting%20Community%20based%20Participatory%20Research%20with%20Minority%20Communities%20to |

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| 4 | 2/1 | <p>Topics: (1) The Role of the Community in CBPR (2) The Role of Scholars in CBPR</p> <p>Lectures:</p> <ul style="list-style-type: none"> • The Role of Community and The Role of Scholars • Journal Club by Sarah | <p>Assigned Readings:</p> <p>(1) Coombe, C. M., Schulz, A. J., Guluma, L., Allen, A. J., 3rd, Gray, C., Brakefield-Caldwell, W., Guzman, J. R., Lewis, T. C., Reyes, A. G., Rowe, Z., Pappas, L. A., & Israel, B. A. (2020). Enhancing Capacity of Community-Academic Partnerships to Achieve Health Equity: Results From the CBPR Partnership Academy. <i>Health promotion practice, 21</i>(4), 552–563. https://doi.org/10.1177/1524839918818830</p> <p>Assignment Due</p> <ul style="list-style-type: none"> • Sign up to critique a Journal Club Article & Identify Community Agency Interviewee |
| 5 | 2/8 | <p>NO CLASS-Please view recording</p> <p>Topics: (1) Ethics in CBPR</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Guest Lecture: Frank Catalanotto, DMD Professor, Department of Community Dentistry and Behavioral Science, University of Florida College of Dentistry <ul style="list-style-type: none"> ○ Ethics in CBPR | <p>Assigned Readings:</p> <p>(1) Elena M. Bastida, Tung-Sung Tseng, Corliss McKeever and Leonard Jack, Jr Ethics and Community-Based Participatory Research: Perspectives from the Field Health. <i>PromotPract 2010 11: 16.</i> http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3012623/</p> <p>(2) Jamshidi, E., Morasae, E. K., Shahandeh, K., Majdzadeh, R., Seydali, E., Aramesh, K., & Abknar, N. L. (2014). Ethical Considerations of Community-based Participatory Research: Contextual Underpinnings for Developing Countries. <i>International journal of preventive medicine, 5</i>(10), 1328–1336. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4223954/</p> <p>(3) Wilson, E., Kenny, A., & Dickson-Swift, V. (2017). Ethical Challenges in Community-Based Participatory Research: A Scoping Review. <i>Qualitative Health Research, 28</i>(2), 189–199. https://journals-sagepub-com.lp.hscl.ufl.edu/doi/pdf/10.1177/1049732317690721</p> |
| 6 | 2/15 | <p>Topic:</p> <p>(1) Developing and Maintaining Partnerships</p> <p>(2) CBPR Community Assessment</p> <p>(3) Challenges and Opportunities with CBPR</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Developing Community Partnerships and Helping Make the Glue Stick • Community Assessment • Journal Club | <p>Assigned Readings:</p> <p>(1) D’Alonzo, K.T. (2010), Getting started in CBPR: lessons in building community partnerships for new researchers. <i>Nursing Inquiry, 17: 282-288.</i> https://doi.org/10.1111/j.1440-1800.2010.00510.x</p> <p>(2) Coombe CM, Schulz AJ, Guluma L, et al. Enhancing Capacity of Community–Academic Partnerships to Achieve Health Equity: Results From the CBPR Partnership Academy. <i>Health Promotion Practice. 2020;21</i>(4):552-563. doi:10.1177/1524839918818830 https://journals.sagepub.com/doi/epub/10.1177/1524839918818830</p> <ul style="list-style-type: none"> • JC Presentation (1) • JC Presentation (2) |

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| 7 | 2/22 | <p>Topic: (1) Working with Minority and Special Populations Continued</p> <p>Lectures:</p> <ul style="list-style-type: none"> Center for Independent Living | <p>Assigned Readings/Videos:</p> <ul style="list-style-type: none"> Watch: The Danger of the Single Story: Chimamanda Ngozi Adichie https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en <p>Assignment:</p> <ul style="list-style-type: none"> Due 2/22: One-page reflection paper on: “How have you experienced the “single story” issue either as the recipient or the |
| 8 | 3/1 | <p>Topic: (1) Social Change and Advocacy (2) Capacity Building and Sustainability</p> <p>Lectures:</p> <ul style="list-style-type: none"> Public Health Advocacy Capacity Building and Sustainability Journal Club Presentation | <p>Assigned Readings:</p> <ol style="list-style-type: none"> Miller, PK., Waghiyi, V., Welfinger-Smith, G., Byrne, participatory research projects and policy engagement Alaska. Int J Circumplor Health, 72:21656. http://dx.doi.org/10.3402/ijch.v72i0.21656 Margaret W Leung, Irene H Yen, and Meredith Minkler approach for increasing epidemiology’s relevance in the 21st century. International Journal of Epidemiology 2004;33:499–506 http://ije.oxfordjournals.org/content/33/3/499.full <ul style="list-style-type: none"> JC Article (4) JC Article (5) <p>Assignment Due:</p> <ul style="list-style-type: none"> JC Presentation |
| 9 | 3/8 | <p>Topic: (1) Community Based Engagement Program Guest Lecture</p> | <p>Assigned Readings: TBA</p> |
| 3/15-Spring Break No Class! | | | |
| 11 | 3/22 | <p>Topic: (1) CBPR Research Methods</p> | <p>Assigned Readings:</p> <ol style="list-style-type: none"> Miller, PK., Waghiyi, V., Welfinger-Smith, G., Byrne, SC., Kava, J., & Gologergen, J. et al. (2013). Community-based participatory research projects and policy engagement to protect environmental health on St. Lawrence Island, Alaska. Int J Circumplor Health, 72:21656. http://dx.doi.org/10.3402/ijch.v72i0.21656 Margaret W Leung, Irene H Yen, and Meredith Minkler. Community-based participatory research: a promising approach for increasing epidemiology’s relevance in the 21st century. International Journal of Epidemiology 2004;33:499–506 http://ije.oxfordjournals.org/content/33/3/499.full <p>Assignment Due:</p> <ul style="list-style-type: none"> Interview Discussion Interview presentations due on 3/22 |

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|----|------|---|---|
| 12 | 3/29 | <p>Topic: (1) Dissemination and Application of CRPR Results</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Guest Lecture: Laura K. Guyer, PhD, MEd, RDN <ul style="list-style-type: none"> ○ Health Literacy • Dissemination and Application of CBPR results | <p>Assigned Readings:</p> <p>(1) Peggy G. Chen, MD, MSc, MHS, Nitza Diaz, Ph.D., MS, Georgina Lucas, MSW, Marjorie S. Rosenthal, MD, MPH. Dissemination of Results in Community-Based Participatory Research. Am J Prev Med 2010;39(4):372–378. See Course Reserves to read the article.</p> <p>Class Activity:</p> <ul style="list-style-type: none"> • Health Literacy |
| 13 | 4/5 | <p>Topic: (1) Budgeting</p> | <p>Assigned Readings:</p> <ul style="list-style-type: none"> • TBA <p>Class Activity:</p> <ul style="list-style-type: none"> • TBA |
| 14 | 4/12 | Work on Final Project and Presentation | |
| 15 | 4/19 | Final project presentations | Group Presentation |
| 16 | 4/26 | Final Exam | <p>Class Activity</p> <ul style="list-style-type: none"> • Final Exam |

Course Materials and Technology

1. Lectures – provide a general overview of each topic.
2. Required readings and materials
 - Supplemental readings will be assigned for lectures and are posted by topic under the course schedule.
3. Examination: Students are expected to take the examination on the scheduled date and time. The exam worth is 10% of your final grade.
4. Journal Club Assignments:
 - Each student will facilitate one journal clubs (JC) throughout the semester. Students will select one article from the list of required Journal Club course readings. Students should submit their article selections on the sign-up board by **February 1**.
 - You will take the role of Facilitator. In this capacity, the student will lead the class in a review of the assigned article. **Each critique will need to include:** the goals of the article, its use of CBPR principles, its strengths and weaknesses, implications for CBPR and directions for future research. As part of this assignment, the facilitator will prepare **three thoughtful questions** based on the article and will then use these questions to lead the journal club discussion. Please read the information outlining what constitutes a scholarly critique, which extends beyond a summary of the article. Articles and more information regarding assignment expectations and grading criteria will be provided under the Assignment section. Critiques should be no more than 15 minutes long plus time for discussion (~ 10 minutes) and are due the day we discuss them in the course. JC is worth 20% of your grade.
5. Class Assignment
 - One class assignment (**2/22 Reflection paper on: The Danger of the Single Story: Chimamanda Ngozi Adichieis**) assigned this semester. Follow the directions under the Assignment tool on the course website. This activity if worth 5% of your final grade.
6. Community Agency Interview Reflection Paper
 - The purpose of this interview is to:
 - Understand the role of community partners in CBPR
 - Explore the perceptions of community agencies on CBPR
 - Provide experience using qualitative methods to derive community opinions and perspectives
 - Students are expected to accomplish the following activities:

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- Interview a representative from a community agency that utilizes CBPR to determine:
 - Their perspective on CBPR
 - Their definition of the role of community agencies/partners in CBPR
 - Their experience working collaboratively with academic partners
 - Their perspective on community-academic approaches to solving health issues
 - Their opinions on how policymakers can work more closely with the community and academic partners to solve health issues.
 - Interview papers should be **completed by March 22nd**. Be sure to plan your interview well in advance (months) as it may be very challenging to coordinate your schedule with those of busy individuals.
 - Provide a reflection presentation of the interview (12-15 minutes long) to include:
 - Summary of the interview, including an explanation of the community agency's mission and goals; brief description and background of the community representative being interviewed; and interview format and protocol.
 - Discussion of the questions you asked and the responses provided
 - Your personal feelings and reaction to the interview – both intellectual (do you think the interview exposed you to important policy issues and processes related to community health and CBPR?) and emotional (how did the interview make you feel?)
 - Please see the posted graded rubric.
 - This project is worth 20% of your final grade.
7. Final Project- Group CBPR Grant Proposal
- This group assignment will consist of an oral presentation presenting your final project
 - The project will be worth 20% of your grade. Please see the Assignment section on the course website for more details.
8. Regular participation is required and represents a large portion (25%) of students' overall grades. Students are expected to be punctual, to be prepared for class, and to engage actively during class meetings, especially during class activities. Students who are habitually late, miss, or leave class meetings prematurely will receive deductions in their class attendance grade. Students must demonstrate preparation for, attentiveness to, and engagement in classroom discourse. Participation in the class activities including communal potluck, group participation work, and other class activities will all count towards your participation grade.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Grading

| Requirement | Due date | Percent of final grade (% must sum to 100%) |
|---|---------------|---|
| Participation | - | 25% |
| Class Assignment Reflection paper on: The Danger of the Single Story | February 22nd | 5% |
| Journal Club Presentation | See schedule | 20% |

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| Community Agency Interview Reflection Presentation | Feb 1st March 22nd | 20% |
| Final Project | April 19th | 20% |
| Final Exam | April 26th | 10% |

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

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|----------------------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Points earned | 93 - 100 | 90 - 92 | 87 - 89 | 83 - 86 | 80 - 82 | 77 - 79 | 73 - 76 | 70 - 72 | 67 - 69 | 63 - 66 | 60 - 62 | Below 60 |
| 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. 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.

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|---------------------|-----|------|------|-----|------|------|-----|------|------|-----|------|-----|-----|-----|-----|------|
| 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

<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. Students should also read your e-mail and announcements in the course several times a week. Students should also reference the calendar in the course to keep up with weekly deadlines.

Make Ups: If you are unable to meet a deadline in this course for a reason approved above and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late 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.

Readings and Discussions: Students should read the assigned readings prior to viewing course lectures and be prepared to discuss the material.

Policy Related to Required Class Attendance

Attendance Policy: Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court- imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e. extracurricular activities, official University activities, and religious holidays), **prior**

notification of absence is required if the student plans to be given an extension on assignments. Even though this is an online course, students are expected to log on regularly and participate in the 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

Communication Guidelines

Preferred Course Communications: If you have questions or need to contact me, please email me at scatalanotto@ufl.edu account.

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.

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/>.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, 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.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

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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