

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6441: Understanding Health Disparities in the United States (3 credit hours)**  
Semester: Spring 2024  
Delivery Format: Online  
UF e-Learning in Canvas: <https://ufl.instructure.com/courses/499488>

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

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**Office Hours:** Tuesday from 9am – 10am, Thursday from 3:30pm – 4:30pm, or by appointment (in-person, phone, or via Microsoft Teams or Zoom)

**Preferred Course Communications** (e.g. email, office phone): **Please email me directly at my Outlook address: [ssc1987@ufl.edu](mailto:ssc1987@ufl.edu).** This is the preferred method of communication, not the message function within Canvas. If you use the message function in Canvas, please expect a delay in response as I do not check my inbox on a daily basis. **Please note:** 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 after 5pm on Friday or during the weekend will be answered by 3pm 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 is a 3-credit graduate-level course that will be conducted online. This course is designed to review the concepts of health disparities and health equity, through a social justice lens. With regards to health disparities and health inequities, this course will review the social 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.

As mentioned, this course is also designed to provide an overview of the field of health equity, including the origins and context in which health inequities occur, an in-depth look at multiple populations impacted by health inequities, and training in culturally specific methods to improve health equity.

Course assignments and course materials are intended to advance student skills in a manner that provides them the tools necessary to make a meaningful difference in achieving health equity.

### **Relation to Master of Public Health Foundational Domains**

1. Compare the organization, structure, and function of healthcare, public health, and regulatory systems across national and international settings.

2. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.
3. Assess population needs, assets, and capacities that affect communities' health.
4. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
5. Design a population-based policy, program, project, or intervention.
6. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
7. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
8. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
9. Apply principles of leadership, governance, and management, which includes creating a vision, empowering others, fostering collaboration and guiding decision-making.
10. Describe the importance of cultural competence in communicating public health content.
11. Apply systems thinking tools to a public health issue.

### **Course Objectives and/or Goals**

#### **Upon successful completion of the course, students will be able to:**

1. Discuss the meaning and interrelated nature of health disparities, health inequities, health equity, and social justice.
2. Discuss the impact of prejudice and discrimination on health.
3. Describe the different health equity frameworks and theories and the ways in which these frameworks and theories are used to inform health equity work.
4. Define and discuss health equity research and collaboration approaches with respect to community-based participatory research, mixed methodologies, and collective impact.
5. Provide an overview of the factors that drive disparities among key populations in the United States
6. Evaluate the cultural factors of a society that contribute to health disparities using current literature
7. Appraise the components of programs and interventions to determine their systematic effectiveness in addressing health disparities and cultural factors
8. 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
9. Advocate for interventions, policy changes, human rights, economic circumstances, and health system attributes that promote the elimination of health disparities and improve health in diverse populations

### **Instructional Methods**

This course is offered online, in weekly lessons. Each lesson is made up of the following:

1. Lectures/videos: Are for general orientation and will expand upon the week's content (posted in Canvas)
2. Assigned readings and materials: In addition the lectures, course readings, supplementary materials, and resources will be posted on the course Canvas website. Readings and resources may be supplemented during the course.
3. Discussions: Students are expected to actively participate in class discussions throughout the semester. Grades will be assigned based on accuracy, depth, and thoughtfulness of content.

4. Assessments: A variety of assessments will be used to facilitate student learning, including assignments and group projects.

### Course Announcements

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

### Course Expectations

*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.

## DESCRIPTION OF COURSE CONTENT

### Course Materials and Technology

**Required Textbook:** Smalley, K. B., Warren, J. C., & Fernández, M. I. (2020). Health equity: A solutions-focused approach. New York, NY: Springer Publishing Company.

**Required Text for Coures Book Discussion:** Skloot, R. (2017). The immortal life of Henrietta Lacks. Broadway Paperbacks. ISBN-10 : 9781400052189

Additional readings may be provided in the weekly lessons and posted on the course Canvas website by the instructor.

**Course website:** The course website is available at <https://ufl.instructure.com/courses/499488>. The weekly schedule, additional course materials, and links to submit course assignments and discussion posts are available through this website. You will log into the course website using your Gatorlink ID and password to access the course.

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

### Additional Academic Resources

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

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

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

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

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

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

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Dates	Topic(s)	Readings & Materials	Assignments
<b>Module 1: INTRODUCTION AND OVERVIEW</b>			
<b>Week 1: Jan 8 – Jan 12</b>	Syllabus overview  Health Disparities and Health Equity: Overview, History, and Key Concepts	<b>Read:</b> Smalley, Warren, and Fernández: Ch. 1 – Health Equity: Overview, History, and Key Concepts  <b>Read:</b> Skloot – The Immortal Life of Henrietta Lacks  <b>Watch:</b> Unnatural Causes Episode 1: In Sickness and In Wealth	<b>Introduction post due:</b> Friday, 1/12 at 11:59pm EST
<b>Week 2: Jan 15 – Jan 19</b>	Prejudice, Discrimination, and Health	<b>Read:</b> Smalley, Warren, and Fernández: Ch. 2 – Prejudice, Discrimination, and Health  <b>Read:</b> Skloot – The Immortal Life of Henrietta Lacks	<b>Discussion 1 due:</b> <u>Initial post due:</u> Thursday, 1/18 at 11:59pm EST <u>Replies due:</u> Sunday, 1/21 at 11:59pm EST  <b>Reflection Paper 1 - Race &amp; Privilege a Social Experiment due:</b> Sunday, 1/21 at 11:59pm EST
<b>Week 3: Jan 22 – Jan 26</b>	Health Equity Frameworks, Theories & Health Equity Research and Collaboration Approaches	<b>Read:</b> Smalley, Warren, and Fernández: Ch. 3 – Health Equity Frameworks and Theories; Ch. 4 - Health Equity Research and Collaboration Approaches: CBPR,	<b>Final Project Part 1 – Project Rationale due:</b> Sunday, 1/28 at 11: 59 EST

		Mixed Methods, and Collective Impact  <b><u>Read:</u></b> Skloot – The Immortal Life of Henrietta Lacks	
<b>MODULE 2: POPULATION PERSPECTIVES ON HEALTH EQUITY</b>			
<b>Week 4: Jan 29 – Feb 2</b>	Health Disparities and Health Equity: African Americans	<b><u>Read:</u></b> Smalley, Warren, and Fernández: Ch. 5 – African American Health Equity  <b><u>Read:</u></b> Skloot – The Immortal Life of Henrietta Lacks  <b><u>Watch:</u></b> Unnatural Causes Episode 2: When the Bough Breaks	<b>Reflection Paper 2 - Legacy of Courage: W.E.B Du Bois and The Philadelphia Negro due:</b> Sunday, 2/4 at 11:59pm EST
<b>Week 5: Feb 5 – Feb 9</b>	Health Disparities and Health Equity: U.S. Latinx Populations	<b><u>Read:</u></b> Smalley, Warren, and Fernández: Ch. 6 – Health Equity in U.S. Latinx Populations  <b><u>Read:</u></b> Skloot – The Immortal Life of Henrietta Lacks  <b><u>Watch:</u></b> Unnatural Causes Episode 3: Becoming American	<b>Discussion 2 due:</b> <u>Initial post due:</u> Thursday, 2/8 at 11:59pm EST <u>Replies due:</u> Sunday, 2/11 at 11:59pm EST  <b>Case Study 3 – : Community Collaboration During COVID-19: Reaching Hmong and Latino Residents in a Rural Setting due:</b> Sunday, 2/11 at 11:59pm EST
<b>Week 6: Feb 12 – Feb 16</b>	Health Disparities and Health Equity: Asian Americans	<b><u>Read:</u></b> Smalley, Warren, and Fernández: Ch. 7 – Asian American Health Equity  <b><u>Read:</u></b> Skloot – The Immortal Life of Henrietta Lacks  <b><u>Watch:</u></b> Unnatural Causes Episode 5: Place Matters	<b>Final Project Part 2 – Annotated Bibliography due:</b> Sunday, 2/18 at 11:59PM

<p><b>Week 7:</b> <b>Feb 19 – Feb 23</b></p>	<p>Health Disparities and Health Equity: American Indian and Alaska Native</p>	<p><b>Read:</b> Smalley, Warren, and Fernández: Ch. 8 – American Indian and Alaska Native Health Equity</p> <p><b>Read:</b> Skloot – The Immortal Life of Henrietta Lacks</p> <p><b>Watch:</b> Unnatural Causes Episode 4: Bad Sugar</p>	
<p><b>Week 8:</b> <b>Feb 26 – Mar 1</b></p>	<p>Health Disparities and Health Equity: Kānaka ‘Ōiwi, The Indigenous People of Hawai‘i</p>	<p><b>Read:</b> Smalley, Warren, and Fernández: Ch. 9 – Health Equity for Kānaka ‘Ōiwi, The Indigenous People of Hawai‘i</p> <p><b>Read:</b> Skloot – The Immortal Life of Henrietta Lacks</p> <p><b>Watch:</b> Unnatural Causes Episode 6: Collateral Damage</p>	
<p><b>Week 9:</b> <b>Mar 4 – Mar 8</b></p>	<p>Gender-based Health Disparities and Health Equity: Women and Men</p>	<p><b>Read:</b> Smalley, Warren, and Fernández: Ch. 10 – Women’s Health Equity and Ch. 11 – Eliminating Men’s Health Disparities</p> <p><b>Read:</b> Skloot – The Immortal Life of Henrietta Lacks</p>	<p><b>Discussion 3 due:</b> <u>Initial post due:</u> Thursday, 3/7 at 11:59pm EST <u>Replies due:</u> Sunday, 3/10 at 11:59pm EST</p>
<p><b>Week 10:</b> <b>Mar 11 – Mar 15</b></p>	<p>SPRING BREAK ☺ <b>*Continue reading: Skloot – The Immortal Life of Henrietta Lacks</b></p>		
<p><b>Week 11:</b> <b>Mar 18 – Mar 22</b></p>	<p>Gender-based Health Disparities and Health Equity: LGBTQ</p>	<p><b>Read:</b> Smalley, Warren, and Fernández: Ch. 12 – LGBTQ Health Equity</p> <p><b>Read:</b> Skloot – The Immortal Life of Henrietta Lacks</p> <p><b>Watch:</b> Unnatural Causes Episodes 5</p>	<p><b>Discussion 4 due:</b> <u>Initial post due:</u> Friday, Mar 10 11:59pm EST <u>Replies due:</u> Sunday, Mar 12 11:59pm EST</p>
<p><b>Week 12:</b> <b>Mar 25 – Mar 29</b></p>	<p>Special Populations Health Disparities and Health Equity: Rural,</p>	<p><b>Read:</b> Smalley, Warren, and Fernández: Ch. 13 – Rural, Frontier, and</p>	<p><b>Case Study 2 – Using Z Codes to Improve</b></p>

	Frontier, and Appalachian & Immigrants and Refugee Populations	Appalachian Health Equity and Ch. 14 – Health Equity In Immigrant and Refugee Populations  <u>Read:</u> Skloot – The Immortal Life of Henrietta Lacks  <u>Watch:</u> Unnatural Causes Episodes 6	<b>Health in Rural Indiana due:</b> Sunday, 3/31 at 11:59pm EST
<b>Week 13: Apr 1 – Apr 5</b>	Special Populations Health Disparities and Health Equity: Veterans, Populations with Disabilities, and Children	<u>Read:</u> Smalley, Warren, and Fernández: Ch. 15 – Health Equity in Veteran Populations; Ch. 16 – Health Equity in Populations with Disabilities; and Ch. 17 – Achieving Health Equity for Children  <u>Read:</u> Skloot – The Immortal Life of Henrietta Lacks  <u>Watch:</u> Unnatural Causes Episode 7	<b>Case Study 3 – Protecting Individuals Experiencing Homelessness During COVID-19 due:</b> Sunday, 4/7 at 11:59pm EST  <b>Final Project Part 3 – Brief Report due:</b> Sunday, 4/7 at 11:59PM  <b>Reflection Paper 3 - Adverse Childhood Experiences (ACEs) due:</b> Sunday, 1/7 at 11:59pm EST
<b>MODULE 3: HEALTH SYSTEM EFFECTS</b>			
<b>Week 14: Apr 8 – Apr 12</b>	Patient and Providers & Healthcare System Design; Laws and Policies	<u>Read:</u> See Canvas for readings  <u>Watch:</u> Unnatural Causes Episode 7: Not Just a Paycheck	<b>Book Discussions via Zoom to be held on:</b> April 8 <sup>th</sup> – April 11 <sup>th</sup>  <b>Final Project 4 – PowerPoint Presentation due:</b> Sunday, 4/14 at 11:59pm EST
<b>MODULE 4: THE PATH FORWARD</b>			
<b>Week 15: Apr 15 – Apr 19</b>	Cultural Competency and Cultural Humility	<u>Read:</u> Smalley, Warren, and Fernández: Ch. 18 – The Role of Cultural Competence and Cultural Humility in Achieving Health Equity	<b>Discussion 5 due:</b> <u>Initial post due:</u> Thursday, 4/18 at 11:59pm EST <u>Replies due:</u> Sunday, 4/21 at 11:59pm EST

			<b>Course Assignment – Blog post due:</b> Sunday, 4/21 at 11:59pm EST
<b>Week 16: Apr 22 – Apr 26</b>	The Future of Health Equity	<u>Read:</u> Smalley, Warren, and Fernández: Ch. 19 – The Future of Health Equity	<b>Reflection Paper 4 – Course Reflection due:</b> Wednesday, Apr 24 at 11:59pm EST

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

**Introduction post** (3% of Final Grade): During the first week of class, you will introduce yourself to your classmates by creating and Infographic or video.

**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:** Accessibility of Bilingual Mental Health Services (Week 5)
- **Discussion 3:** Tailoring Preventative Messages and Initiatives for Women and Men(Week 9)
- **Discussion 4:** Sexual Orientation and Gender Identity Disparities (Week 11)
- **Discussion 5:** Designing Health Care Systems to Avoid Bias and Ensure Equitable Care (Week 14)

The exchange of ideas between colleagues is a key aspect of graduate learning and is a required activity in this course. In order to receive credit, you must post your response to the posted discussion board questions by Thursday 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.

**Reelective Writing Papers** (12% of Final Grade): There will be five reflection papers that should be done independently. Each assignment is worth 3% of your total grade. These reflection papers should be no more than 2-pages and will cover a range of topics and themes to measure your knowledge of the content. You may be asked to provide your reaction to a video, case study, research seminar presentation, or journal article. Please follow the instructions carefully for each reaction paper assignment within the Canvas course site. Rubrics for each assignment will be provided within Canvas.

- **Reflection Paper 1:** Race and Privilege: A Social Experiment (Week 2)
- **Reflection Paper 2:** Legacy of Courage: W.E.B Du Bois and The Philadelphia Negro (Week 4)
- **Reflection Paper 3:** Adverse Childhood Experiences (ACEs) – Never Had A Friend (Week 13)
- **Reflection Paper 4:** Course Reflection (Week 16)

**Case Study** (10% of Final Grade): For this assignment we will utilize the Discussion board. You will be required to choose one of the three Case Studies provided in the course and answer a series of questions pertaining to the case. Please be advised that each case study has its own due date. To complete this assignment, you will need to conduct some outside research using credible resources. Please follow the instructions carefully for each reaction paper assignment within the Canvas course site. Rubrics for each assignment will be provided within Canvas.

- **Case Study Option 1:** Community Collaboration During COVID-19: Reaching Hmong and Latino Residents in a Rural Setting (Week 5)
- **Case Study Option 2:** Using Z Codes to Improve Health Equity in Rural Indiana (Week 12)
- **Case Study Option 3:** Protecting Individuals Experiencing Homelessness During COVID-19 (Week 13)

**Blog Post – Using Social Media to Combat Health Disparities** (10% of Final Grade): For this assignment, there are two parts. In Part 1, you will choose a social media outlet (i.e., Facebook, X (formerly Twitter), Instagram, LinkedIn, etc) to digitally communicate information about health disparities affecting one of the populations discussed throughout the course. In Part 2, you write a 1-page blog post discussing the impact of social media as a means to promote health equity. Complete instructions and rubrics for this assignment will be provided within Canvas. This assignment will be due by Week 15.

**Book Discussion** (20% of Final Grade): The sixth discussion for the semester will be a book discussion conducted via Microsoft Teams or Zoom. During the course, you will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. You will participate in a book discussion via during Week 14 (April 8<sup>th</sup> – April 11<sup>th</sup>).

**Final Project** (30% of Final Grade): The final project will be completed as a group assignment. Each group will choose a health disparity, population of interest, and U.S. state. The project will consist of four parts. In Part 1, each group will submit a 1-paragraph rationale in Week 3. In Part 2, each group will submit an annotated bibliography related to their topic and population. The annotated bibliography must have at least 20-25 sources. In Part 3, each group will submit a 4-page brief report that will include the following sections: 1) a brief, but

thorough discussion of the health disparity affecting their population in the chosen U.S. state, 2) choose one of the discussed health equity frameworks or theories to discuss the factors driving the contributing to the health disparity, 3) use the literature to briefly describe 1-2 evidenced-basaed nterventions to reduce and eliminate the health disparitiy, and 4) the way forward – a brief discussion of how to achieve health equity among this population. In Part 4, each group will create a 2-3 minute voiceover PowerPoint presentation to share to the course website.

**Grading**

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Introduction post	Week 1	30 points or 3% of final grade
5 Discussions (30 points each)	Ongoing	150 points or 15% of final grade
4 Reflection Papers (40 points each)	Ongoing	120 points or 12% of final grade
Case Study	Ongoing	100 points or 10% of final grade
Social Media Advocacy Blog Assignment	Week 14	100 points or 10% of final grade
Book Discussion	Week 13	200 points or 20% of final grade
Final Project	Ongoing	300 points or 30% 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	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

Points															

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

Spring 2024

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**

**Contacting the course Instructor, Dr. Canidate, when you have:** grading assignments questions, course material questions, if 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.**

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)