

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6115: Introduction to Management of Health Services Organizations (3 credit hours)
Semester: Spring 2018
Delivery Format: On-Line
Course Website: E-Learning in Canvas

Instructor Name: Nicole M. Marlow, PhD, MSPH
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Office Hours: by appointment
Preferred Course Communications: Email through Canvas

PURPOSE AND OUTCOME

Course Overview

This course is an introduction and overview of the management of Health Care Organizations (HCOs). It is designed to introduce you to the skills and capabilities of professional managers that are essential for all management positions. You will develop the industry specific knowledge you will need to apply these skills in HCOs. Further, you will learn about your own leadership style and how best to utilize your style as work with others, whose styles may differ, through a series of team oriented exercises.

To accomplish these tasks, the course draws upon perspectives from organizational theory and organizational behavior to examine management and leadership topics within the unique context of HCOs. A case study framework will be used that will aid you in learning how to be effective despite often incomplete information, manage competing organizational goals and priorities, recognize that diverse health care professionals often have varying interests and perspectives and how to best to work with them, and learn how to recognize errors and performance gaps and how to revise actions to address.

Relation to Program Outcomes

The following competencies are strengthened in this course:

- 1) Use the principles and tools of human resources management, organizational behavior and the leadership of change to achieve organizational goals.
- 2) Understand the roles and responsibilities of the governing board and identify effective techniques for establishing sound relationships between senior leaders and the board.
- 3) Understand the purpose and function of each clinical and service department within health care organizations and how they interrelate.
- 4) Understand how leaders energize stakeholders with the compelling vision that fosters and sustains their shared commitment to organizational goals.
- 5) Identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals.

Course Objectives and/or Goals

Upon completion of the course, students should be able to:

- 1) Evaluate and understand appropriate techniques for the governing board and governance structures.
- 2) Demonstrate the variety and complexity of the manager's role in guiding complex health services organizations, including issues related to motivation, work design, and job satisfaction.
- 3) Understand the nature of professional work and the unique attributes of managing professional teams and organizations.
- 4) Describe various perspectives on and dimensions of leadership and be able to diagnose what leadership styles may be most effective given particular situations and circumstances.
- 5) Be more familiar with their own leadership and behavior style and its implications for effective performance as health services executives.
- 6) Learn and understand the formal and informal decision making structures and power relationships in health care organizations.
- 7) Develop management strategies that take into account the power and influence of different professions.
- 8) Diagnose and improve the communication and coordination challenges facing a health services organization.
- 9) Demonstrate sensitivity and understanding of varied cultural, ethnic, socioeconomic backgrounds of individuals.
- 10) Effectively manage the complexities of interdepartmental and inter-organizational relations in and among health services organizations.
- 11) Describe how to build a learning organization through changes in structure, tasks, information sharing, strategy, and culture.
- 12) Recognize and effectively deal with planned and unplanned change in organizations.
- 13) Identify and be able to evaluate the functions, structure and performance measures of excellent health care organizations.

Instructional Methods

The course is provided online using video lecture, readings, discussions, case studies, and other assessments. The course is housed in UF e-Learning in Canvas.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

As shown in the schedule that follows, each week's lecture has assigned textbook chapter as well as article readings. The required article readings have been posted to the Canvas website as part of each week's module. These are designed to round out the topic of discussion for the week and should be used to generate discussion in your discussion boards. Note that the article readings ARE subject to change throughout the semester as a measure of keeping the information in this course as current as possible. If these change, you will be advised via a message in Canvas. It is your responsibility to make sure that you are verifying the currency of the readings for each week.

Week	Date(s)	Topic(s)	Readings	Due
1	Jan. 8 – 13	Foundations of High Performing Healthcare Organizations	White & Griffith: Chapter 1, McClearney & Kovner: Foreward	Syllabus quiz
2	Jan. 14 - 20	Cultural Leadership	White & Griffith: Chapter 2, McAlearney & Kovner: p. xxiii – xlii, 3 – 7, Article: Browning	Discussion board 1: White & Griffith, p. 46, Q4; Discussion board 2: article sharing
3	Jan. 21 - 27	Operational Leadership	White & Griffith: Chapter 3, McAlearney & Kovner: p. 9 – 35, Article: Bruhn	Discussion board 1: McAlearney & Kovner, p. 76-77 (Case 4) ; Discussion board 2: article sharing
4	Jan. 28 – Feb. 3	Governance	White & Griffith: Chapter 4, Articles: Drucker, Hyashi	Discussion board 1: McClearney & Kovner, p. 145 (Case 7); Discussion board 2: article sharing
5	Feb. 4 – Feb. 10	Foundations of Clinical Performance	White & Griffith: Chapter 5; McAlearney & Kovner: p. 91 – 108, Article: Scott et al.	Discussion board 1: McAlearney & Kovner, p. 294 (Case 16); Discussion board 2: article sharing; Team assignment 1 due 2/5/2018 9:00 am
6	Feb. 11 – 17	The Clinical Staff Organization	White & Griffith: Chapter 6; McAlearney & Kovner: p. 241 – 267, Article: Firth-Cozens	Discussion board 1: article sharing
7	Feb. 18 – 24	Nursing	White & Griffith: Chapter 7, Article: Takase et al.	Discussion board 1: McAlearney & Kovner, p. 295 – 298 (Case 20, Q1 & Q4); Discussion board 2: article sharing
8	Feb. 25 – Mar. 3	Clinical Support Services	White & Griffith: Chapter 8, Article: Granko et al.	Discussion board 1: McAlearney & Kovner: p. 229 – 232 (Case 13, Q2, Q3, & Q5); Discussion board 2: article sharing; Individual mid-term paper due 3/2/2018 9:00 am
9	Mar. 4 – 10	Spring Break		
10	Mar. 11– Mar. 17	Population Health	White & Griffith: Chapter 9, Articles: Gant & Greene, Wright et al.	Discussion board 1: White & Griffith, p. 282, Q2; Discussion board 2: article sharing
11	Mar. 18 – 24	Knowledge Management	White & Griffith: Chapter 10, Article: Guillemette & Pare	Discussion board 1: McAlearney & Kovner, p. 156 – 162 (Case 11, Q1 & Q5); Discussion board 2: article sharing
12	Mar. 25 – 31	Human Resources	White & Griffith: Chapter 11, Articles: Stowe et al., Pferrer	Discussion board 1: McAlearney & Kovner, p. 236 – 237 (Case 15, Q1 & Q2); Discussion board 2: article sharing; Team Assignment 2 due 3/26/2017 9:00 am
13	Apr. 1 – 7	Environment of Care	White & Griffith: Chapter 12, Articles: Hoadley et al., Edum-Fotwe et al.	Discussion board 1: White & Griffith, p. 382, Q3; Discussion board 2: article sharing
14	Apr. 8 – 14	Financial Management	White & Griffith: Chapter 13	Discussion board 1: McAlearney & Kovner, p. 348 – 350 (Case 23, Q1 & Q2)
15	Apr. 15 – 21	Internal Consulting	White & Griffith: Chapter 14, Article: Trotter	Discussion board 1: article sharing
16	Apr. 22 - 28	Marketing and Strategy	White & Griffith: Chapter 15, McAlearney & Kovner: p. 301 – 321, Article: Zuckerman et al.	Discussion board 1: article sharing Team Assignment 3 due 4/23/2018 9:00 am
17	Apr. 29 - May 5	Finals		

Course Materials and Technology

Course Texts:

1. Griffith, JR and White, KR. 2015. *The Well-Managed Healthcare Organization*. 8th Edition. Health Administration Press: Chicago, IL.
2. Kovner, AR, McAlearney, AS, Neuhauser, D. 2013. *Health Services Management: Cases, Readings, and Commentary*. 10th Ed. Health Administration Press: Chicago, IL.
3. Additional readings are available on the course's website: <https://lss.at.ufl.edu/>

Information on Student Computing requirements can be found here:

<http://studentlife.online.mph.ufl.edu/elearning-support/e-learning/e-learning-in-canvas-technical-requirements/>

For technical support for course materials, activities and assessments, please contact the Instructional Designer for Public Health Programs, Truly Hardemon, MEd, at hardemont@ufl.edu

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

- Available 24 hours a day, 7 days a week
- (352) 392-HELP - select option 2
- helpdesk@ufl.edu (email)
- helpdesk.ufl.edu (website)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Weekly Discussion Boards Student Participation (10%)

There will be two dedicated discussion boards each week to discuss the assigned article readings and case studies. Each Article Sharing Discussion Board will be assigned a discussion lead (see the next section on Discussion Board Lead Role for specifics). Note, if you are the Article Sharing Discussion Board leader(s), you will create a primary post; all other students will reply to this original post by the discussion lead(s). Each Case Study Discussion Board will be for open discussion among all members of the class.

These activities will be posted within the Discussion Board element in your Canvas course site. Remarks that do not add to the conversation will not be given credit. Meaningful, substantive and insightful participation is expected, and examples from work experience are highly valued. If you post thought provoking, topical postings (in other words substantive postings, not simply "I agree with what has been stated") you will receive full points.

Posts to Discussion Boards are due on Saturdays by 11:59 pm. See the assignment tool in Canvas for dates.

Weekly Article Sharing Discussion Board Lead Role (10%)

Each student will be assigned to lead and facilitate discussion with the class for a specific week's article reading(s). In this role, the discussion leader(s) is required to provide a summary of the article during the assigned week. The discussion leader(s) is also expected to build on the article from current research, the news, or work related examples. The discussion leader(s) is also responsible for posting four questions related to the article to stimulate and lead the discussion. Finally, the discussion leader(s) should continue to be involved in the weekly discussion by posting replies to their classmate's answers and comments.

Your primary post as the Article Sharing Discussion Board Leader is due on the Saturday prior to your assigned week by 11:59 pm. Replies to your classmate's answers and comments are due on the Tuesday following your assigned week by 9:00 am.

Mid-term Paper, Individual Assignment (35%)

In lieu of a mid-term exam, you will write a business case style paper which reflects on what you have learned thus far in the semester. The source reading for this paper will be the from the Case Study textbook (McAlearney and Kovner) p. 9-35.

Prepare a written argument to convince the governing board of a large academic medical institution to implement evidence-based management at the organization. Your argument should explore the options of using evidence-based management against keeping things “as is” to allow these busy decision makers to select the option that best serves the healthcare organization. Include the following elements as respective subsections in your paper:

1. **Executive Summary (15 points):** Include the problem(s) that your proposal of implementing evidence-based management is intended to solve (3 points), the major considerations of the organization (what elements of your organization will be affected by your proposal? (3 points), the resources required (what are the financial, staffing, and infrastructure needs? (3 points), the desired outcome(s) (3 points), and the predicted return on investment (3 points). The Executive Summary is the first impression piece for the governing board’s review, and it is critical that these elements be presented to them here. ***Please also note that the Executive Summary section does not count toward page limits for the assignment.***
2. **Problem Statement (15 points):** Detail the problem(s) that your proposal of implementing evidence-based management is intended to solve. Identify the area or areas where there are issues that need to be addressed, such as inefficiencies, errors, missed opportunities, unacceptable market performance, or unfavorable consumer response (patients, families, employees, and/or community stakeholders).
3. **Project Description (15 points):** Open this section with a description of what evidence-based management is (5 points). Then, provide the overall information conveying what the proposal for evidence-based management will do to address the problem(s) identified in your Problem Statement (what are the specific activities to address each problem? what are the desired outcomes? (5 points). Also, highlight customers and stakeholders that interface with your proposal’s activities and describe how these interactions will occur (5 points).
4. **High-Level Business Impact (15 points):** Outline, at a high-level, what business functions/processes may be impacted by your proposal for evidence-based management. How will your organization adapt for it to be successfully implemented?
5. **Alternatives and Analysis (15 points):** Compare evidence-based management against the option of keeping things “as-is”. Include a detailed alternative analysis that includes initial costs, ongoing costs, and returns on investment. For costs, consider resource requirements for additional hardware and software as well as for planning, training, staffing, etc. For returns on investment, provide data to convince the governing board to invest in evidence-based management as the better approach (what financial outcomes can we expect to observe for the organization? Be specific).
6. **Preferred Solution (15 points):** Identify evidence-based management as the preferred solution and discuss a step-by-step action plan for implementation in your organization. Consider steps for planning as well as roll-out to the organization. Include a timeline and person(s) responsible for each step. Your action plan may be included as a table or figure in an appendix, and this appendix will not count toward your 5 page limit.

Presentation, grammar, and citations/references will be worth **10 points**, totaling 100 points for the assignment.

Your material should not exceed 5 pages (excluding title page, Executive Summary, and references), double-spaced, 1 inch margins, 12 point font. Any material that exceeds 5 pages will not be reviewed for grading. Include references from at least five peer-reviewed journal articles published after the year 2000. Use APA 6th

Edition for formatting your paper, particularly in-text citations, endnotes/footnotes, and page(s) of references. Purdue OWL is a great resource if you are not familiar with APA formatting:

<https://owl.english.purdue.edu/owl/section/2/10/>

The final paper is due by 9:00 am on Friday, March 2nd. Submit a Word document using the assignment tool in Canvas. Please include the following information on the document: your name, course title, date, and assignment title. Points will be deducted if any of this information is missing. Direct quotations and specific concepts from sources must be cited. Submissions will be checked for plagiarism using Turnitin in Canvas.

Case Study Papers, Group Assignments (45%)

You will participate in writing three case study papers, and each assignment is worth 15% of your final grade. You will work together in assigned teams of three or four individuals. Teams will be given a Canvas Group to facilitate team meetings, but your team may elect to use other means of communication such as Skype, phone, in person, Drop-box, etc.

The purpose of the case study is to have you think critically about a problem facing the health care delivery system and to make recommendations about solving the problem. To formulate a reasonable solution you will need to generate a set of assumptions about what is causing the problem. Be sure to think through the reasons for the problems outlined in the case. In addition, data or facts will be needed to support this hypothesis and ultimately to define your solution. Please review the information available in your case study textbook about case studies.

Include the following elements as respective subsections in your paper:

1. **Introduction (15 points):** Provide an introduction that reviews the facts of the case. Include a statement of the problem from the point of view of the role you are playing, if applicable. Depending on the case, you may play the role of an internal or external consultant coming in to assist. Make sure to include a statement that outlines the purpose of your paper.
2. **Possible reasons for the problem (20 points):** Suggest possible reason(s) for the problem or issue. These reasons should be grounded in the facts of the case.
3. **Additional data needed (20 points):** Describe additional data or information you may need to support your assumptions about the reasons for the problem you identified. What else do you need to know before you make a definitive decision on how to proceed or a possible solution?
4. **Preliminary solutions (15 points):** Outline a possible preliminary solution and a plan to move forward. I recognize that you may need more information.
5. **Summary and Conclusion (15 points):** Provide a conclusion that summarizes or highlights key points in the paper including your recommendations and how you plan to move forward. Remember, the summary should be a synopsis of the entire paper.

Presentation, grammar, and citations/references will be worth **15 points**, totaling 100 points for each assignment.

You should not respond to the case question by question; instead, use the questions given in the case to guide the content for each subsection mentioned above. The art of the case study is an efficient consolidation of the information given: recognize the questions given in the case, use the introduction and conclusion as you would in any paper, and address the specifics raised above to complete the assignment. Please see the rubric posted with the assignment tool in Canvas as an additional guide for your content.

The word count limit for Team Assignment 1 is 5000 or less. For Team Assignments 2 and 3, the word count limit is 7000 or less. The title page and references are excluded from your word count limit. Use APA 6th

Edition for formatting, particularly in-text citations, endnotes/footnotes, and page(s) of references.

Team assignments are due by 9:00 am on Monday, February 2nd; Monday, March 26th; and Monday, April 23rd. Submit a Word document using the assignment tool in Canvas. Please include the following information on the document: your names, team number, course title, date, assignment title, and word count. Points will be deducted if any of this information is missing. Direct quotations and specific concepts from sources must be cited. Submissions will be checked for plagiarism using Turnitin in Canvas. **Please also note that students in your group will be evaluating your contributions to the team's work**, and these evaluations will have a direct impact on your final grade for each assignment (please see the evaluation form posted in Canvas). The professor reserves the right to deduct up to 25% off of your final grade per assignment for issues related to effective contributions to the team's work.

Purpose of the Group Case Study Assignments

Each case assignment provides the "real-world" experience of working in a team to successfully determine solutions to complex problems. In addition, these assignments are health care-specific and represent situations that you may someday face in your career as a health care executive.

One important fact to keep in mind as you prepare a case is that there is no one right answer. Some approaches may work better than others, but there are multiple ways to arrive at a solution to a problem. The critical issue in presenting your findings is to be able to make a cogent argument for the approach you suggest.

A secondary, but still important, purpose of the case analysis is to provide an opportunity for you and your team members to present analyses as if you were consultants communicating your findings and recommendations to senior management of the organization in the case study.

How to Prepare for Writing a Case

Here are some suggested steps to take as you prepare the case:

1. **Read the case just to get an overall idea** about the setting, topic, and problem.
2. **Re-read the case and pull out important facts** that may be used to help analyze possible courses of action.
3. **Identify the major problems** in terms of importance.
4. **Identify the root cause of the problem and the factors that contributed to the problem**
5. **Identify alternative courses of action, including constraints on the alternatives.** You should identify the assumptions you made about the problem and about implementing the alternatives
6. **Develop criteria for judging a proposed course of action for each problem**
7. **Select a preferred course of action and defend it**, based upon the criteria you developed.

It may be useful, when assigned a role in the case, to first make assumptions about the priorities of the constituencies represented (or the clients who have hired you). In other words, what would they like to gain in the situation as presented?

Each case is intended to give your group the opportunity to apply the concepts most recently covered in class. Feel free, however, to use any of the concepts covered to date as well.

Grading

Requirement	Due date	% of final grade
Weekly Discussion Boards Student Participation	Saturdays @ 11:59 pm	10%
Weekly Article Sharing Discussion Board Lead Role	Prior Sat. @ 11:59 pm – Following Tues. @ 9 am	10%
Midterm Paper: Individual Assignment	3/2/2018 @ 9am	35%
Three Case Study Papers: Group Assignments	2/5, 3/26, & 4/23 @ 9 am	45%

Point system used:

Points earned	95 or more	90-94.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9	67-69.9	63-66.9	60-62.9	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. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

Letter grade to grade point conversions are listed below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Late Assignments

If you will not be turning in your assignment on the date/time it is due, contact the professor immediately by email. Special arrangements may be possible under EXTRAORDINARY circumstances. There will be a 25% deduction per day for late assignments regarding participation in Discussion Boards. Students who fail to participate in Discussion Boards within three days from the due date/time will receive a zero for the assignment (unless you have received permission from the instructor due to extenuating circumstances.) There will be a 10% per day deduction for late assignments regarding paper submissions (i.e., mid-term and case studies). Paper submissions later than five days from the due date/time will receive a zero for the assignment (unless you have received permission from the instructor due to extenuating circumstances.)

Please note: Any requests for extensions 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 also MUST e-mail me within 24 hours of the technical difficulty if you wish to request an extension due to such issues.

Policy Related to Make Up Work

Make up work is not relevant for the purposes of this class. See the course Policy Related to Late Assignments directly above for circumstances that will allow for due date/time extensions.

Policy Related to Class Participation

Students are expected to view all the lectures, read the assigned text and articles, be an active member of their assigned team, and to actively participate in class discussion boards. Personal issues with respect to class participation or fulfillment of course requirements will be handled on an individual basis. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Information regarding course etiquette can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/netiquette/>

Communication Guidelines

When to contact the UF Computing Help Desk: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-contact-the-uf-computing-helpdesk/>

When to post to the support discussions: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-post-to-a-support-discussions/>

When to send e-mail to the instructor: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-send-e-mail-to-the-instructor/>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

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

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
