

University of Florida
College of Public Health & Health Professions Syllabus
U.S Health Care System
HSA 3111 (3 credits) Sections 1808, 181C, 242H, 3419
Semester: 2018
Delivery Format: Blended
Course Website: lss.at.ufl.edu (Canvas)

Instructor Name: Frederick R. Kates, PhD, MBA
Room Number: HPNP 3115
Phone Number: 352-273-6060
Email Address: kates.rick@phhp.ufl.edu
Office Hours: Tuesday Period 8, 3:00-3:50 & appointment

Sections 181C & 242H
Teaching Assistant: Sandhya Yadav
Room Number:
Phone Number:
Email Address: Sandhya.yadav@ufl.edu
Office Hours: TBA & appointment

Sections 1808 & 3419
Teaching Assistant: Nalanda Chakraborty
Room Number:
Phone Number:
Email Address: nalanda.c@ufl.edu
Office Hours: TBA & appointment

Preferred course communications: Canvas email to TA or instructor
Course meeting times and location:
Section 1808, Tuesday, Periods 6-7, Room G312
Section 181C, Wednesday, Periods 3-4, Room G312
Section 242H, Wednesday, Periods 4-5, Room G312
Section 3419, Wednesday, Periods 6-7, Room G312

PURPOSE AND OUTCOME

Course Overview

This course provides an introduction to important topics surrounding the delivery of health care in the United States and internationally. The initial focus will be on the evolution of the U.S. health care system and the system's historical foundations. From there, models and concepts about the determinants of health will be introduced. These tools will provide a framework to understand and critically assess the health care delivery system, as well as the challenges faced by the present structure. The U.S. Government's involvement (i.e., state and federal) and the role of health care providers will be examined in relation to health care reform and the future of the U.S. health care system.

Course Objectives and Competencies

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

1. Identify major historical events affecting the fundamental characteristics of health care in the United States and relate these factors to the current health care system.
3. Articulate health care access barriers unique to the U.S. health care system and propose cost-effective solutions to improve access.

4. Delineate the difference between hospitals, outpatient facilities, long-term care facilities, ambulatory care providers, mental health providers, and the larger public health system in terms of services provided, organizational structure and financing mechanisms.
5. Describe the roles and responsibilities of health care providers and professionals including the required education and credentials for each specialty.
6. Assess the impact of medical technology as a cost driver, barrier to access, and overall growth of health care expenditures in the United States.
7. Describe the health insurance mechanism and the roles of the insurance industry, local, state, and federal governments in the financing of health care.
8. Explain the impact of the political process on health care reform, drawing from past and present legislation to illustrate the potential for success or failure of a proposal.
9. Develop a proposal for change, which addresses critical issues discussed throughout the course based on your current understanding of the U.S. health care system.

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course is blended taught through a discussion and lecture format with some online “Blended Learning” assignments. Your participation in the class is vital to its success. Be prepared and ready to participate in each class, if voluntary participation lags students will be called on randomly.

Blended Learning

Throughout the semester several Blended Learning assignments will be uploaded in Canvas.

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today’s health professional.

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.

DESCRIPTION OF COURSE CONTENT

Outline/Course Schedule

All reading assignments including supplemental readings should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Module	Dates	Readings	Assignment	In-Class	Blended
1	Aug. 22	Chapter 1: Characteristics of	See Canvas for assignment dates	Introductions	Chapter 1 & Infographics Video

		U.S. Health Care System		TT&L Video Introduction 1 st RAQ Lecture Chap 1	Zotero
2	Aug. 29	Chapter 2: Health, Beliefs, & Values	See Canvas for assignment dates	Lecture Chap. 1 & 2 Discuss Infographics Teams & Cards	Chapter 2, Gawande, Social Determinants Load TT&L Video
3	Sept. 5	Chapter 3: Historical Context	See Canvas for assignment dates	Lecture Chap. 3 & Discuss Power of 3	Marlow- Blended Learning Video w/ Health Street TBA and Pioneers, Rosling, History Part 1 & 2 BL P3 Video
Module	Dates	Readings	Assignment	Wednesday	Blended
4	Sept.12	Chapter 4: Physicians and Other Health Professionals	See Canvas for assignment dates	Lecture Chap. 4	Marlow BL Opioid & Prescription Drugs Part 1
5	Sept.19	Chapter 5: Role and Impact of Technology	See Canvas for assignment dates	Lecture Chap. 5	Kates- Blended Video w/ Charles Hobson, MD, Medical Technology, and HIPAA BL Chap. 6
6	Sept.26	Chapter 6: Financing and reimbursement methods	See Canvas for assignment dates	Lecture Chap. 6 Module 1-5 Test	BL Moral Hazard & Medicare Fraud Part 1
7	Oct. 3	Chapter 7: Outpatient services and primary care	See Canvas for assignment dates	Lecture Chap 6 & 7	BL JAMA 2018 TBA, Outpatient and Medicare Fraud Part II
8	Oct. 10	Chapter 8: Inpatient Facilities and Services	See Canvas for assignment dates	Lecture Chap. 8 Intro Individual Project	Inpatient & Special Population Videos
9	Oct. 17	Chapter 9: Managed care and integrated systems	See Canvas for assignment dates	Lecture Chap. 9	Marlow- Blended Learning w/ Randall Jenkins, Esq.: Liability and Medical Malpractice Mock Trial – Law School Courtroom date & time not set & MCO BL Chap. 10
10	Oct. 24	Chapter 10: Long-term care services	See Canvas for assignment dates	Lecture Chap. 10 Module 6-9 Test	BL Dementia Video TBA & LTC

11	Oct 31	Chapter 11: Population with Special Health Needs	See Canvas for assignment dates	Lecture Chap. 10 & 11	Kates – Blended Learning w/ R. Paul Duncan, PhD, Associate Dean for Academic Affairs- Graduate School & RAND Health
12	Nov. 7	Chapter 12: Cost, Access and Quality	See Canvas for assignment dates	Chapter 12	BL Cost, Access, and Quality
13	Nov. 14	Chapter 13: Health Policy &	See Canvas for assignment dates	Chapter 13 & 14	Health Policy w/ Dr. Duncan Prescription Drug Part II Video
14	Nov. 21	Holiday		** BL FORMAT ** Chap. 13 & 14	Marlow BL The Future of Health Service Delivery
15	Nov. 28	Chapter 14: The Future of Health Service Delivery Review	See Canvas for assignment dates	Chapter 14 & Review	ACA vs AHCA, Prep Video
16	Dec. 5	Review	See Canvas for assignment dates	Module 10-14 Test	

Caveat: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials and Technology (Required)

Textbooks

Shi L and Singh DA (2019). *Delivering Health Care in America: A Systems Approach*, 7th Edition. Jones and Bartlett Learning, Burlington, MA. ISBN-13: 978-1-284-12449-1

Other readings

Additional readings may be assigned throughout the semester. Please refer to the canvas website for assigned readings.

Technology

Required Equipment: Computer with high-speed internet access and use of a supported browser. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

Top Hat is need if you have not purchased the software in another course. Also several “freemium” software products will be used, only the free offerings will be used you do not need to purchase any premium features.

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

Tests

Tests are largely multiple choice and 1-3 short answer questions. The tested material includes the PowerPoints, lectures, class discussions, team presentations, assigned readings in the textbook and

supplemental readings. The tests focus on the information presented since the previous test and are not cumulative. However, many of the concepts learned in the beginning of class are built upon and repeated or applied in subsequent tests.

Presentations Guidelines

Create and give a presentation (PowerPoint, iMovie, Moviemaker, Adobe Spark, etc.) which addresses your assigned topics. You will be responsible for reviewing tutorial videos on the use of presentation software. The presentation assignments are student-centered, meaning you and your team members will be responsible for assembling and balancing the capabilities of your team, as well as hold team members accountable individually and collectively for the final product/outcome. The instructor is not unaware of challenges of team-based assignments and the learning curve to get acclimated to new software. Please be open-minded about learning new technology and working collaboratively in an online environment. The instructor will leverage the capabilities of Canvas and provide instructional tutorials to enhance the experience.

Reference the material from the course and current supporting articles. Areas to consider:

- Current issues that healthcare leaders need to know.
- Best practices that can be emulated by other organizations.
- Relevant laws and regulations to be considered.
- Challenges and complexities of delivering healthcare in the U.S.

The presentation should be formatted as follows:

- Title slide (names, date and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations
- Current events, peer-review articles, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

The presentations should add depth to course with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience new knowledge about the potential populations that different organizations may serve in the rapidly evolving healthcare landscape. External links for specific information (e.g., APA instructions, Power of 3 instructions, video tutorials) and rubrics will be loaded in Canvas for each assignment

Papers

The assignments are based on materials in the modules of the course. An outline of what is required in the papers is listed below. Consider the following questions when writing your reflective paper:

- What was your prior knowledge of the subject matter contained in the section of the course?
- After exploring the materials in this section, what is your current thinking on the subjects presented?
- How will this information affect your discipline?

Short paper length: 800 words minimum; 1000 words maximum; long paper length > 1000 words; 12 pt. font (Arial, Times New Roman); double Spaced and APA format.

Process: Paper will be submitted in Canvas in the Assignment and will be checked through Turnitin.

Instructions:

Answer the questions listed in the overview using your own experiences and specific examples from the videos and readings presented in this section. You do not need to provide summaries, but you should include details from the course materials that give evidence to:

- your thorough review of the materials
- your ability to analyze the materials and make inferences
- your ability to synthesize the course content

A rubric will be provided for the assignment in Canvas.

Discussion boards

Discussion boards will have topics relevant to that module's readings, lectures or additional resources. Each topic will be one continuous thread. Students will need to provide a substantive response to the questions posed. Your post should reference concepts brought up in lectures, readings, visual materials, and other required course content. External links for specific information (e.g., substantive responses, academic tone) and rubrics will be loaded in Canvas for each assignment.

Infographics

Infographic assignments start with identifying an article(s) in PubMed or another healthcare related database that covers the assigned topic. Next, read and review the *Infographic Seminar Handout*, paying particular attention to Infographic Design: Nine Strategies which you can apply to your infographic. Then use a "freemium" infographic software program (e.g., PiktoChart, Vizualize.me, Venngage) to visually represent the information and data you find on your topic. External links for specific information (e.g., handout, software links) and rubrics will be loaded in Canvas for each assignment.

Quizzes

There will be in-class and outside of class quizzes. Having quizzes regularly encourages studying the material on a regular basis and paying attention to the material covered in class. The quizzes allow the instructor to modify and adjust instruction and the immediate feedback helps students to monitor their understanding. Having more quizzes can reduce test anxiety that doing poorly on a single quiz will have a negative effect on a student's grade, also the lowest four quizzes will be dropped. Quizzes will consist of true/false, multiple choice, or short answer questions probing the content of that week's lecture and/or readings. Periodically, there might be opportunities to earn extra points on the quizzes through short answer questions asking how the students added value to the week's lecture (e.g., shared a related article, shared a related work experience, etc.). The first quiz will be a formative assessment on the specifics of the syllabus. Formative assessments measure are not graded measuring your misconceptions and learning gaps and help the instructor close those gaps. Most quizzes will be summative assessments evaluating your learning, knowledge, and proficiency. Disallowed aids during a summative assessment include but are not limited to class notes, books, online resources, or other people. Students may not discuss any aspect of a quiz with classmates or others until after the quiz due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via email to the TA prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise.

Attendance

The instructor will give 7 random in-class "attendance check" assignments in Canvas throughout the semester. This will be done at the beginning of the class period and will have some formative questions from the previous lecture that lets the instructor identify student learning needs and areas that need clarification. The formative questions are not graded and each short attendance check assignment is worth 2 points. The students need to only be present for 5 checks to receive full credit (10 points). If a student is present for fewer than 5 attendance checks their attendance is graded proportionally (e.g., $4 \times 20 = 8$ points) and no extra credit will be given for additional attendance checks.

Polling Participation/In-Class Misc.

This includes the use of polling software in class (e.g., Top Hat, Socrative, Kahoot) and miscellaneous in-class assignments.

Mock Trial

There might be an opportunity to participate and earn extra points in a Mock Trial as the UF Law School Courtroom. Law school instructor has not yet set the date and time. If you cannot attend on the establish date there will not be a comparable opportunity created. This is a professional courtesy extended to the instructor for teaching your class about liability and medical malpractice.

Naming Convention for Assignments

Abbreviations after the Module #	Description
Qic	Quiz in-class

Qoc	Quiz outside of class
BL	Blended Learning
DB	Discussion Board
Info	Infographic
P3	Power of 3 Presentation
RAQ	Random Attendance Quiz

For example- M3-Qic is a module 3 in-class quiz

Grading:

This course uses the percent/weighted grading function in the Canvas. The assignment groups are entered in the assignments page and add up to 100%. The grades summary is not shown until week ten after most of the dropped quiz grades are recorded to avoid confusion. To calculate your grade the assignment group percentages mirror the weighting in the table above. Please contact the instructor if you need additional assistance. Within each assignment group, a percentage is calculated by dividing the total points you earned by the total points possible for all assignments in that group. Examples provided below-

If the assignment group "Projects" includes four assignments (e.g., in-class, short paper, infographics, discussion board) totaling 80 points, and you earn 72 points, you would earn 90% for the assignment group (72/80). This percentage is then multiplied by the selected group weight. Each assignment group calculation is added together to create the final grade.

There are five assignment groups (tests, presentations, projects, quizzes, attendance) weighted at 30%, 30%, 20%, 15%, and 5%, respectively. The total score equation for a course with five assignment groups would be (percentage tests x weight tests) + (percentage presentations x weight presentations) + (percentage projects x weight projects) + (percentage quizzes x weight quizzes) + (percentage attendance x weight attendance) = final course percentage. If you scored 92% on tests, 88% presentations, 90% projects, 98% quizzes, 100% attendance, the final score would be calculated as $(.30 \times .92) + (.30 \times .88) + (.20 \times .90) + (.15 \times .98) + (.025 \times 1.00) + (.025 \times 1.00) = .917$, or 91.7%.

Point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00 not 95.00. Since 7 points is a generous spread for an A there will be no rounding up for other grade increments, for example, a 92.99 is an A-.

Requirement	Due
Tests 1-3	Times and dates posted in Canvas
Presentations: Topic, Videos, P3s, Long Papers	Times and dates posted in Canvas
Projects: In-class, Short Papers, Infographics, Discussion Boards	Times and dates posted in Canvas
Quizzes	Random in-class and dates posted
Attendance	Random class dates
Polling Participation/In-Class Misc.	Random class dates

Point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00 not 95.00. Since 7 points is a generous spread for an A there will be no rounding up for other grade increments, for example a 92.99 is an A-.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	70-76.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

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

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

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

Policy Related to Make-up Work

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.

Late Submissions

Late submissions are not encouraged but will be accepted for up to 7 days, but with the following policies and penalty schedule:

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. This is particularly important if you are absent for a test, because approved makeup tests if you contacted the instructor are on the next scheduled testing date. You should email both the instructor and your teaching assistant, and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes, since much of the material will be covered only once in class. Please note 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>

Policy on Collaboration

Unless otherwise stated explicitly by written instructions, the preparation of all coursework should be done individually. If you are unsure about what level of collaboration is appropriate, ask the instructor before beginning any graded assignment.

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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Electronic Device Policy:

Use of electronic devices (laptops, tablets, and cell phones) is not permitted during guest lectures and presentations. The necessity of classroom interaction in this course negates the usefulness of electronic devices as a note-taking device. The use of your electronic device during class can also prove distracting to your classmates, so please refrain from using your electronic device during class.

When use of electronic devices is permitted, please adhere to the following-

- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson.
- The expectation is any use of technology will be conducted in a professional and appropriate manner.

Online Etiquette

For further clarification about appropriate email, threads, chats and online collaborations, please visit *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Guest Lecturers:

If we have a guest lecturer this semester, please be respectful and participant, make sure to arrive on time, do not sit in the back four rows of the auditorium and refrain from staring at your phone.

Attendance:

Students are expected to arrive for class on time, be prepared and ready to participate in class discussions.

Make-up Work

Students are responsible for obtaining notes, handouts, and summary of the lesson/class activities from their team members if a class is missed. The syllabus and course schedule is subject to revision so remember to always check Canvas for updates if you missed class.

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 must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On-line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter, We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention 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.

College of Public Health and Health Professions 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
