

**University of Florida  
College of Public Health & Health Professions Syllabus**

**Course Number: HSA 7106 (credit hours: 3)**  
**Course Name: Health Care Access & Utilization**  
Semester: Fall 2019  
Class Times: Mondays, 12:50PM-3:50PM  
Delivery Format: On-Campus  
Course Website available on Canvas

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Instructor Name: Santanu K. Datta, PhD, MBA, MS  
Room Number: HPNP 3114  
Phone Number: 352-273-6064  
Email Address: Santanu.datta@phhp.ufl.edu  
Office Hours: By appointment  
Preferred Course Communications (e.g., email, office phone): Email

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**Prerequisites: None**

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course explores the effectiveness, efficiency, and equity of the U.S. healthcare system. In order to do so, first various components of the US healthcare system are discussed. Then concepts and methods used in health services research and policy analysis are explored and students are given opportunities to use them to evaluate aspects of the health care system and policies and recommend improvements. A course goal is to stimulate critical thinking of healthcare issues in the United States. This course will help students with the development of their careers in health services research. By the end of the semester, students will complete a well-developed research project that could be further developed for submission for grant funding, dissertation proposal, or a manuscript that can be submitted for publication.

### **Course Objectives and Goals**

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

- Understand the variation in the degree to which individuals have access to health care services (usually meaning they have the means and opportunity to obtain health care) and variation in the degree and manner in which that access is realized;
- Understand how to evaluate the contribution of individual and community-based health services to the health of the population and how it can be improved;
- Understand the differences between effectiveness, efficiency, and effectiveness and the methodologies used to assess each of these when evaluating health interventions, services, and policies;
- Be able to apply health services research conceptual frameworks in developing and evaluating health policy proposals.

### **Instructional Methods**

Lecture in classroom; presentations by students; research projects; proposal and manuscript development

### **Disclaimer**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may

change based on the interests and desires of the students to enhance their learning opportunities.

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## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s)
1	26-Aug	Introduction to the course Review syllabus Lecture on Chapter 1 Assign student presentations regarding the US healthcare system
2	02-Sept	Labor Day holiday
3	09-Sept	Review of Chapter 2 Student presentations and discussion of US healthcare system Explanation of Effectiveness assignment
4	16-Sept	Review of Chapter 3 Student presentations and discussion of readings Work on effectiveness assignment
5	23-Sept	Review systematic review and meta-analysis concepts Student presentation and discussion of readings Work on effectiveness assignment
6	30-Sept	<b>Exam 1 on Effectiveness Concepts</b> Review Chapter 4 Student presentation and discussion of readings
7	07-Oct	<b>Effectiveness literature review due</b> Review Chapter 5 Student presentation and discussion of readings
8	14-Oct	Student presentation and discussion of readings
9	21-Oct	Attending SMDM conference
10	28-Oct	Lecture on Decision Analytics and Markov Modeling
11	04-Nov	<b>Exam 2 on Efficiency Concepts</b> <b>Efficiency literature review due</b> Review Chapter 6 Student presentation and discussion of readings
12	11-Nov	** Yes, this Veterans Day but we are making up for Oct. 21 ** Review Chapter 7 Student presentation and discussion of readings
13	18-Nov	<b>Equity literature review due</b> Review Chapter 8 Student presentation and discussion of readings
14	25-Nov	<b>Exam 3 on Equity Concepts</b> Student presentation and discussion of readings
15	02-Dec	Oral presentation of final research project
16	09-Dec	Submit written final research project

### Course Materials and Technology

**Required Textbook:** Evaluating the Healthcare System - Effectiveness, Efficiency, and Equity, Fourth Edition. Charles E. Begley, PhD, David R. Lairson, PhD, Robert O. Morgan, PhD, Paul J. Rowan, PhD, Rajesh Balkrishnan, PhD, ISBN: 978-1-56793-523-3, ISBN-10: 1567935230. Available for rent or purchase through Amazon.

**Readings:** All reading materials below are accessible through Google Scholar or Google on campus.

**Week 1 Introduction to the course**

Textbook Chapter 1: Introduction to Health Services Research and Policy Analysis

**Week 2 Labor Day holiday****Week 3 Effectiveness: Concepts and Methods:**

Textbook Chapter 2-- Effectiveness: Concepts and Methods

**Assignment:** Develop a 10-15 minute Powerpoint presentation on the element of the US healthcare system that you were assigned

**Week 4 Effectiveness: Policy Strategies, Evidence, and Criteria**

Textbook Chapter 3-- Effectiveness: Policy Strategies, Evidence, and Criteria.

National Lung Screening Trial Research Team. "Reduced lung-cancer mortality with low-dose computed tomographic screening." *N Engl J Med* 2011;365:395-409.

<http://www.nejm.org/doi/full/10.1056/NEJMoa1102873#t=article>

Shirvani SM, Jiang J, Chang JY, et al. Comparative effectiveness of 5 treatment strategies for early-stage non-small cell lung cancer in the elderly. *International Journal of Radiation Oncology Biology Physics* 2012;84.5:1060-1070.

<http://www.sciencedirect.com/science/article/pii/S0360301612032981>

Smith GL, Xu Y, Buchholz TA, et al. "Association between treatment with brachytherapy vs whole-breast irradiation and subsequent mastectomy, complications, and survival among older women with invasive breast cancer." *Jama* 307.17 (2012): 1827-1837.

<https://jamanetwork.com/journals/jama/fullarticle/1150095>

**Week 5 Systematic Review and Meta-Analysis**

Andy Siddaway. What Is A Systematic Literature Review And How Do I Do One?

<https://www.stir.ac.uk/media/schools/management/documents/centregradresearch/How%20to%20do%20a%20systematic%20literature%20review%20and%20meta-analysis.pdf>

Preferred Reporting Items For Systematic Review And Meta-Analysis Protocols (PRISMA-P) 2015 Statement

<https://systematicreviewsjournal.biomedcentral.com/track/pdf/10.1186/2046-4053-4-1?site=systematicreviewsjournal.biomedcentral.com>

Ali MU, Miller J, Peirson L, et al. Screening for lung cancer: a systematic review and meta-analysis. *Preventive Medicine* 2016;89:301-314.

<https://www.sciencedirect.com/science/article/pii/S0091743516300706?via%3Dihub>

Xhang, Su-Hsin, et al. The effectiveness and risks of bariatric surgery: an updated systematic review and meta-analysis, 2003-2012. *JAMA surgery* 2014;149.3:275-287.

<https://jamanetwork.com/journals/jamasurgery/fullarticle/1790378>

**Week 6 Exam 1 and Efficiency: Concepts and Methods**

Textbook chapter 4—Efficiency: Concepts and Methods

Yabroff, K. Robin, et al. "Economic burden of cancer in the United States: estimates, projections, and future research." *Cancer Epidemiology and Prevention Biomarkers* 20.10 (2011): 2006-2014.

<http://cebp.aacrjournals.org/content/20/10/2006.full-text.pdf>

Greenberg, Paul E., et al. "The economic burden of adults with major depressive disorder in the United States (2005 and 2010)." *The Journal of clinical psychiatry* 76.2 (2015): 155-162.

<https://pdfs.semanticscholar.org/2a0f/0218f857e39e2576a024e1c484c9edc1a9e7.pdf>

Wang, Y. Claire, et al. "Health and economic burden of the projected obesity trends in the USA and the UK." *The Lancet* 378.9793 (2011): 815-825.

<http://www.sciencedirect.com/science/article/pii/S0140673611608143>

### **Week 7 Chapter 5 Efficiency: Evidence, Policy Strategies, and Criteria**

Textbook chapter 5.

Ramsey SD, Willke RJ, Glick H, et al. Cost-Effectiveness Analysis Alongside Clinical Trials II—An ISPOR Good Research Practices Task Force Report. *Value in Health* 2015;18:161-172.

<https://www.sciencedirect.com/science/article/pii/S1098301515000169>

Recommendations for Conduct, Methodological Practices, and Reporting of Cost-Effectiveness Analyses: Second Panel on Cost-Effectiveness in Health and Medicine. *JAMA* 2016;316:1093-1103.

<https://jamanetwork.com/journals/jama/fullarticle/2552214>

Black WC, Gareen IF, Soneji SS, et al. Cost-Effectiveness of CT Screening in the National Lung Screening Trial. *N Engl J Med* 2014; 371:1793-1802.

<https://www.nejm.org/doi/full/10.1056/NEJMoa1312547>

Cecchini, Michele, et al. "Tackling of unhealthy diets, physical inactivity, and obesity: health effects and cost-effectiveness." *The Lancet* 376.9754 (2010): 1775-1784.

<http://www.sciencedirect.com/science/article/pii/S0140673610615140>

### **Week 8 Measuring Costs and Utilities**

Smith MW and Barnett PG. Direct Measurement of Healthcare Costs. *Medical Care Research and Review*, Vol. 60 No. 3, (Supplement to September 2003) 74S-91S

<https://journals.sagepub.com/doi/pdf/10.1177/1077558703257001>

Priscillia Hunt, Allison J. Ober, Katherine E. Watkins. The Costs of Implementing Collaborative Care for Opioid and Alcohol Use Disorders in Primary Care. RAND Corporation.

[https://www.rand.org/pubs/research\\_reports/RR2049.html](https://www.rand.org/pubs/research_reports/RR2049.html)

Keith Tolley. What are health utilities?

[http://www.bandolier.org.uk/painres/download/What%20is%202009/What\\_are\\_health\\_util.pdf](http://www.bandolier.org.uk/painres/download/What%20is%202009/What_are_health_util.pdf)

Whitehead SJ and Ali S. Health outcomes in economic evaluation: the QALY and utilities. *British Medical Bulletin* 2010;96:5–21. [Link is REALLY long-- Google article to get it]

Au Eong KG, Chan EW, Luo N, et al. Validity of EuroQOL-5D, time trade-off, and standard gamble for age-related macular degeneration in the Singapore population. *Eye* (2012) 26, 379–388.

<https://www.nature.com/articles/eye2011218.pdf>

### **Week 9**

Attending the Society for Medical Decision Making Conference

### **Week 10 Decision Analysis and Markov Modeling**

Primer on Medical Decision Analysis: Part 1—Getting Started

<https://journals.sagepub.com/doi/pdf/10.1177/0272989X9701700201>

Primer on Medical Decision Analysis: Part 2—Building a Tree

<https://journals.sagepub.com/doi/pdf/10.1177/0272989X9701700202>

Primer on Medical Decision Analysis: Part 3—Estimating Probabilities and Utilities

<https://journals.sagepub.com/doi/pdf/10.1177/0272989X9701700203>

Primer on Medical Decision Analysis: Part 4—Analyzing the Model and Interpreting the Results

<https://journals.sagepub.com/doi/pdf/10.1177/0272989X9701700204>

Primer on Medical Decision Analysis: Part 5—Working with Markov Processes

<https://journals.sagepub.com/doi/pdf/10.1177/0272989X9701700205>

Markov Models in Medical Decision Making: A Practical Guide

<https://journals.sagepub.com/doi/pdf/10.1177/0272989X9301300409>

Good Practice Guidelines for Decision-Analytic Modelling in Health Technology Assessment: A Review and Consolidation of Quality Assessment

<https://link.springer.com/article/10.2165%2F00019053-200624040-00006>

### **Week 11 Exam 2 and Chapter 6 Equity: Concepts and Methods**

Textbook Chapter 6 Equity: Concepts and Methods

Ramey, Stephen J., and Steve H. Chin. "Disparity in hospice utilization by African American patients with cancer." *American Journal of Hospice and Palliative Medicine* 29.5 (2012): 346-354.

<http://journals.sagepub.com/doi/pdf/10.1177/1049909111423804>

Silber, Jeffrey H., et al. "Characteristics associated with differences in survival among black and white women with breast cancer." *Jama* 310.4 (2013): 389-397.

<https://jamanetwork.com/journals/jama/fullarticle/1719739>

Scher, Kevin S., and Arti Hurria. "Under-representation of older adults in cancer registration trials: known problem, little progress." *Journal of Clinical Oncology* 30.17 (2012): 2036-2038.

<http://ascopubs.org/doi/full/10.1200/JCO.2012.41.6727>

### **Week 12 Chapter 7 Equity: Policy Strategies, Evidence, and Criteria**

Textbook chapter 7. Equity: Policy Strategies, Evidence, and Criteria

Wong J, et al. "Age disparity in palliative radiation therapy among patients with advanced cancer."

*International Journal of Radiation Oncology\* Biology\* Physics* 90.1 (2014): 224-230.

<http://www.sciencedirect.com/science/article/pii/S0360301614006889>

Dorak, M. Tefvik, and Ebru Karpuzoglu. "Gender differences in cancer susceptibility: an inadequately addressed issue." *Frontiers in genetics* 3 (2012).

<https://link.springer.com/article/10.1007/s00345-011-0709-9>

Moy, Beverly, et al. "American Society of Clinical Oncology policy statement: opportunities in the patient protection and affordable care act to reduce cancer care disparities." *Journal of Clinical Oncology* 29.28 (2011): 3816-3824.

<http://ascopubs.org/doi/full/10.1200/JCO.2011.35.8903>

Griffith K, Evans L, Bor J. The affordable care act reduced socioeconomic disparities in health care access. *Health Affairs* 2017;36:1503-1510.

### **Week 13 Chapter 8 Applying Health Services Research in Policy Analysis**

Textbook Chapter 8. Applying Health Services Research in Policy Analysis

Centers for Medicare & Medicaid Services (CMS): Decision Memo for Screening for Lung Cancer with Low Dose Computed Tomography (LDCT) (CAG-00439N)

<https://www.cms.gov/medicare-coverage-database/details/nca-decision-memo.aspx?NCAId=274>

U.S. Preventive Services Task Force: Published Recommendations. Final Summary: Lung Cancer Screening  
<https://www.uspreventiveservicestaskforce.org/Page/Document/RecommendationStatementFinal/lung-cancer-screening>

### **Week 14 Applying Health Services Research to Policy Analysis continued**

#### **Exam 3 on Equity**

U.S. Preventive Services Task Force: Published Recommendations. Final Summary: Breast Cancer Screening  
<https://www.uspreventiveservicestaskforce.org/Page/Document/RecommendationStatementFinal/breast-cancer-screening1>

Young-Wolff KC, Klebaner D, Campbell CI, et al. Association of the affordable care act with smoking and tobacco treatment utilization among Adults newly enrolled in healthcare. Med Care 2017;55:535-541.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5407463/pdf/nihms851456.pdf>

Xuesong H, Yabroff KR, Guy Jr. GP, et al. Has recommended preventive service use increased after elimination of cost-sharing as part of the Affordable Care Act in the United States? Preventive Medicine 2015;78:85-91.  
<https://www.sciencedirect.com/science/article/pii/S0091743515002285>

#### **Week 15 presentation of final projects**

#### **Week 16 Submit final written project**

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

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

## **ACADEMIC REQUIREMENTS AND GRADING**

### **1. Seminar Presentations (30%)**

For each class, each student (or more depending on enrollment in the class) will prepare and present a Powerpoint presentation of a paper from the readings and play a leadership role in the discussion of the research paper assigned to them. The student will need to consider the subtopics for discussion and critique the quality of the research including its strengths and weaknesses. The presentation and discussion of each paper is expected to take approximately 30 minutes.

### **2. Three Exams (10% each for a total of 30%)**

Exams will be administered on the topics of Effectiveness, Efficiency, and Equity. The exams will cover the main principles and concepts that the student should learn and take with them for use in their health services research careers. The exams will mostly be in essay format and take approximately one hour long

### **3. Semester Project (40%)**

Each student will pick a disease, clinical, or policy topic to work on during the semester to complete the three term papers and a final project. The term papers could be very difficult to write if a rare disease is picked since the availability of literature is every limited. Therefore, below common diseases are recommended, such as lung cancer, breast cancer, prostate cancer, colorectal cancer, bladder cancer, diabetes mellitus, chronic obstructive pulmonary disease, depression, obesity, and pain. The clinical and policy topics to consider are smoking cessation, palliative care or end-of-life care, and screening and prevention programs.

There are four term papers in total, including a literature review on 'Effectiveness,' a literature review on 'Efficiency,' a literature review on 'Equity' for the disease, clinical, or health policy topic chosen and a final

project. Each literature review should be 5- to 10-pages in length and include at least 10 papers published in scientific journals. If reviewed more than 10 papers for each literature review paper, 0.5 points per additional reviewed paper will be added into the final score. For example, your original score is 89, and you reviewed 12 papers on 'Effectiveness', 15 papers on 'Efficiency,' and 10 papers on 'Equity,' your final score is  $(2 + 5 + 0) * 0.5 + 89 = 92.5$ .

**Effectiveness review due October 7<sup>th</sup>; Efficiency review due November 4<sup>th</sup>; Equity review due November 18<sup>th</sup>.**

For the final project, each student will need to submit a research proposal or manuscript using the knowledge they acquired in this class and literature reviews they conducted during the semester. Students are expected to complete a full-length research proposal or paper approximately 12 pages in length that is an in-depth, critical evaluation of the research questions/specific aims on the disease or clinical topic or health policy issue based on the 3 literature reviews completed during the semester. Students are required to discuss health-related issues taking into account effectiveness, efficiency, equity, and then discuss a policy implication for their final project. It is recommended that students choose any disease from the list provided in the first class. Changing the disease topic being researched during the middle of the semester for the final project is not recommended since considerable load will be added if the final project has a focus on a disease other than the ones for the four term papers.

Elements of Final Project:

- i. Title
- ii. Abstract (300 words)
- iii. The Introduction
- iv. Research Questions/Specific Aims
- v. Literature Synthesis or Review
- vi. Theoretical Background
- vii. Significance of your Research Question(s)
- viii. Policy Implications
- ix. Research Methods (study design, sample, data collection, variables)
- x. References

Your term papers and research proposal for the final project should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 12 pt. Times New Roman font.

**Oral presentation of final project will be on December 2<sup>nd</sup>; written final project is due on December 9<sup>th</sup>.**

## Grading

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

<b>Points earned</b>	<b>95-100</b>	<b>90-94.99</b>	<b>87-89.99</b>	<b>83-86.99</b>	<b>80-82.99</b>	<b>77-79.99</b>	<b>73-76.99</b>	<b>70-72.99</b>	<b>67-69.99</b>	<b>63-66.99</b>	<b>60-62.99</b>	<b>Below 60</b>
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- or lower 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.

The letter grade to grade point conversion table is below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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 Make up Exams or Other Work

Please note: Students are expected to complete all assignments by the due date. 10% penalty for late submission, additional 10% penalty for every 24 hours.

Example:

Score calculated based on the 'Grading'	Assignment Due date	Submission date	Final Score
95	Feb. 6, 5:00PM	Feb. 6, 5:00PM	95
95	Feb. 6, 5:00PM	Feb. 6, 6:00PM	$95*(1-10\%) = 85.5$
95	Feb. 6, 5:00PM	Feb. 7, 6:00PM	$95*(1-10%)*(1-10\%) = 76.95$
95	Feb. 6, 5:00PM	Feb. 8, 6:00PM	$95*(1-10%)*(1-10\%)*(1-10\%) = 69.25$

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>

The course instructor must be given notice before the start time of class via email or Canvas message. The time stamp of the email will be used to determine if the notification was before the start of the class.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Students are expected to:

- Attend all classes
- Complete reading assignments before class
- Participate in class discussions
- Be an active member of your group
- Exhibit professional behavior
- Laptops may be used in class only for taking notes, viewing slides, or accessing course assigned materials
- Cell phones not allowed to use during class time.

### Communication Guidelines

Students will be expected to communicate via the Canvas messaging system or email.

### **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 the 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)

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Note: This syllabus is subject to revision in the event of extenuating circumstances.

(END)