University of Florida
College of Public Health & Health Professions Syllabus
PHC 4117: Public Health Management and Leadership (3 credit hours)
Spring 2021
Delivery Format: HyFlex: Campus section will attend in-person/face-to-face; online/remote section will attend virtually in real-time via Zoom
Schedule: Tuesdays 9:35 – 10:25, Thursdays 8:30 – 10:25
Location: HPNP G103
Course Website: E-Learning in Canvas

Instructor Name: Nicole M. Marlow, PhD, MSPH
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Office Hours: By appointment

Teaching Assistant: Xie Zhigang, MPA
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Office Hours: By appointment

Preferred Course Communications: Email message through Canvas
Email Policy: Response within 24 hours to emails received on weekdays (M-F). Emails during the weekend or after 5:00 PM on Friday will be answered by 5:00 PM on the following Monday.

Prerequisites

HSA 3111, HSC 3502, HSC 4558, PHC 4101 and health science / public health majors only.

UF HyFlex

The HyFlex learning experience may be different from what you have experienced before.

Please be patient: All of us, and particularly the instructor, will have our attention split between the virtual and physical learning environments, the learning experience will be different and potentially sometimes frustrating for all of us. It will be important for all of us to manage our expectations within this hybrid learning environment of virtual and physical spaces and provide caring and compassion for ourselves and our peers. Technical issues and delays in real-time response should be expected and treated with extra reserves of patience.

Bring your own device: Whether in-person or online/remote, have your device and a headset with microphone, so that you can log into the Zoom session and take part in breakout sessions and other learning activities (e.g., polling) in Zoom.

Focus on learning: When using technology during class, please be respectful and limit distracting activities. Social media, streaming entertainment, etc., as well as homework for other classes, should not be done during the synchronous class sessions.

Be aware – classes will be recorded: Lectures from the synchronous sessions will be recorded. Please review the UF policies on recorded sessions at the end of the syllabus. You can opt not to have your camera on during the recorded lecture portions of the synchronous session, but I ask that (unless technical issues with bandwidth or similar circumstances make it difficult) you do use your camera during the unrecorded breakout sessions.

PURPOSE AND OUTCOME

Course Overview

Public Health Management and Leadership is designed to prepare future managers and leaders in the public health arena. This course will provide students with knowledge relevant to managing public health organizations while leading and motivating employees. The course will rely on organizational behavior and organizational theories to examine management topics such as management functions, activities and skills in the creation and delivery of public health programs; the organizational contexts of public health; and understanding and applying management skills.

Course Objectives and/or Goals

Through participation in this course, you will
1. Identify the core competencies of public health managers.
2. Discuss the challenges faced by public sector managers.
3. Distinguish between the concepts of management and leadership.
4. Define the management function of planning and decision-making.
5. Compare and contrast the different decision-making models and styles.
6. Explain management functions related to staffing and the human resource management process.
7. Describe managerial techniques to motivate others in the pursuit of public health objectives.
8. Compare and contrast the major leadership theories.
9. Explain managerial control processes of particular importance in public health and health-related organizations.
10. Discuss the principles of ethics as applied in public health organizations.
11. Discuss diversity as it pertains to the public health workforce.
12. Apply managerial decision-making and implementation processes.

Instructional Methods

The course is organized in a lecture, in-class activity, and case study discussion format. The lectures will be linked to assigned chapters in the text and peer-reviewed literature, but will also include material not found in the readings. Students are expected to complete all reading assignments, attend all lectures, and be prepared to participate in all class sessions. You are also expected to be actively engaged during discussion activities with our case study presenters. Your participation fosters a rich course experience for you and your peers in order to facilitate an overall mastery of the course objectives.

HyFlex Classroom

This semester in our HyFlex classroom, you will be participating in dual modalities:

Synchronous Learning Activities

- **In-person:** Those of you in the campus section will attend classes in a format similar to traditional classroom learning. You **will attend by coming to the physical classroom on UF campus as scheduled.** However, you should be prepared to interact with classmates who are attending class online / remotely. Raise your hand to ask questions, or if it a question that can wait, type it into the Zoom chat. *From time to time, you may be asked about volunteering to assist with monitoring Zoom Chat, Raised Hands, or other inputs from the remote students.*
- **Online / Remote:** Those of you in the online / remote designated section **will attend class virtually, in real-time in Zoom**. You will by logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific break points in our learning

activities. If your question needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment.

Asynchronous Learning Activities:

- **Pre-work and priming assignments will be provided in Canvas** for all students to complete prior to the synchronous sessions. **During the synchronous sessions we will engage in a combination of lecture and activities.** In addition, as a part of the learning activities, **you may be asked to interact with your peers using asynchronous technologies** such as Discussions, FlipGrid, or other apps and technologies that facilitate reflection, collaboration and student-to-student interactions but that can be dispersed over a period of time.

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Module and Topic(s)	Readings
1	01/12/2021	Introduction to the Course	
1	01/14/2021	1: Public Health Today and Tomorrow	Chapter 1
2	01/19/2021	2: Key Public Health Organizations	Chapter 2
2	01/21/2021	3: Fundamentals of Management for Public Health	Chapter 3
3	01/26/2021	4: Planning and Decision-Making in Public Health Organizations	Chapter 4
3	01/28/2021	5: Organizing and Managing Change in Public Health Organizations	Chapter 5
4	02/02/2021	6: Staffing Public Health Organizations	Chapter 6
4	02/04/2021	Exam 1 (Chapters 1 – 5)	Chapters 1 – 5
5	02/09/2021	7: Human Resource Development and Engagement in Public Health	Chapter 7
5	02/11/2021	8: Organizational Dynamics for Public Health Managers	Chapter 8
6	02/16/2021	9: Coordinating and Leading Public Health Organizations	Chapter 9
6	02/18/2021	10: Controlling and Budgeting Public Health Organizations, 11: Ethics for Public Health Managers and Workforce Diversity	Chapter 10 – 11
7	02/23/2021	12: Discussion of Group Case Study Assignment Requirements, In-Class Group Case Study Working Session	Review cases assigned
7	02/25/2021	12: In-Class Group Case Study Working Session	Review cases assigned
8	03/02/2021	12: Case: The Anti-Vaccination Paradigm (Group 1)	Case 3
8	03/04/2021	Exam 2 (Chapters 6 – 11), 12: Group Case Study Working Session (on your own)	Chapters 6 – 11, Review cases assigned
9	03/09/2021	12: Case: Managing Diversity (Group 2)	Case 6
9	03/11/2021	12: Case: Sick Building Syndrome (Group 3), Case: Zero-Tolerance for Smoking (Group 4)	Cases 7 & 10
10	03/16/2021	12: Case: Budget Cuts in Home Care Program (Group 5)	Case 11
10	03/18/2021	12: Case: Don't Ask, But Tell (Group 6), Case: Senior Cyber Café (Group 7)	Cases 12 & 13
11	03/23/2021	NO CLASS – Group Case Study Working Session (on your own)	
11	03/25/2021	NO CLASS – Group Case Study Working Session (on your own)	
12	03/30/2021	12: Case: Toy Recall Prompts Attention to Lead Poisoning (Group 8)	Case 15
12	04/01/2021	12: Case: Healthy Lifestyles Start at Home (Group 9), Top Ten U.S. Public Health Achievements (Group 10)	Cases 16 & 17
13	04/06/2021	12: Smoking Cessation Program Implementation (Group 11)	Case 19

Week	Date(s)	Module and Topic(s)	Readings
13	04/08/2021	12: Case: Pacific Needle Exchange Program (Group 12), Case: Community Coalitions and the Built Environment (Group 13)	Cases 20 & 21
14	04/13/2021	12: Case: Neglected Tropical Diseases – A Local NGO's Challenges (Group 14)	Case 22
14	04/15/2021	Understanding the Needs of Persons with Disabilities, 12: In-Class Group Case Study Working Session	Guest speaker, Case 8
15	04/20/2021	12: Case: To Hear This Message in Korean, Press '9' (All Groups)	Case 8
15	04/22/2021	READING DAY – NO CLASS	
17	04/24 – 04/30/2021	EXAMS WEEK	

Required Course Materials and Technology

Johnson, J. A., and Davey, K. S. 2021. *Essentials of Managing Public Health Organizations*, Burlington, MA: Jones & Bartlett Learning.

You will need either a laptop or tablet/smartphone device with the Canvas App for the purposes of class attendance records and participation during in-class activities. Whether in-person or online/remote, have your device and a headset with microphone, so that you can log into the Zoom session and take part in breakout sessions and other learning activities (e.g., polling) in Zoom. Also, you will be required to register for a CATME student account, a system for teamwork support tools (http://info.catme.org/).

Assigned case study readings will be posted in Canvas.

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

Assignments

Exams (50%)

Two exams will be administered during the semester. Both exams will be a combination of multiple choice, true/false, short answer and fill-in-the-blank questions.

Group Case Study Presentation (15%)

Students will be assigned groups to complete case studies that will be discussed and presented in each class session the latter half of the semester. Specifics of case study requirements will be reviewed in class and posted in Canvas. See the course schedule outline for presentation topics and dates. All presentation materials for your group are due by electronic submission in Canvas by the beginning of the class period on your presentation date. Each group is also responsible for preparing and printing handouts for the class to supplement their presentation.

Please note, any student who has an unexcused absence on the date of his/her group presentation will receive 0% credit for the group's presentation grade. Any student who has an excused absence on his/her group presentation date is eligible for up to 60% partial credit of the group's presentation grade; however, this is conditional upon other group member feedback regarding acceptable contributions to the case study presentation materials and other necessary preparations prior to the excused absence. Further, up to 100% of the remaining 40% credit of the student's group presentation grade will be available upon submission of a make-up assignment. Any student who has an excused absence and desires this make-up assignment will submit a paper encompassing a managerial analysis of the case study presented by his/her group. Papers should be 8 to 10 pages in length, double-spaced, 12 point font, 1 inch margins. Additional specifics of the

paper requirements will be made available on an as needed basis. Make-up assignments will be due by email submission to the professor and TA within two (2) weeks of the excused absence by 8:30 AM.

All students have until 9:35 AM on Tuesday, January 19th to review their schedule for the entire semester regarding any anticipated absences that would create a conflict with their group presentation date. Students are responsible for emailing the professor by 9:35 AM on Tuesday, January 19th regarding such anticipated circumstances in order for the professor to make every attempt at rescheduling the group presentations, subject to any additional scheduling conflicts that may occur due to the availability of other groups.

Group Case Study Paper (25%)

Students will be assigned to the same groups to complete a final case study paper encompassing a managerial analysis. The final paper is due by electronic submission in Canvas and hard copy in class by 9:35 AM on Tuesday, April 20th. Papers should be 8 to 10 pages in length, double-spaced, 12 point font, 1 inch margins. Specifics of the case study paper requirements will be reviewed in class and posted in Canvas.

Peer Evaluation (5%)

Each group member will anonymously submit a standardized evaluation of their peers' contributions to their group's work during the semester (i.e., group presentation and group paper). Peer evaluations will be submitted using the CATME system for teamwork support tools (http://info.catme.org/) by 11:59 PM on Tuesday, April 20th. Please do not complete your fellow team members' CATME evaluations until after your group has submitted the final paper. Students who do not participate in the CATME peer review process will receive 0% credit toward the peer evaluation portion of their final grade in the course.

Each group member will submit an objective rating for all members of the group, including their own self-ratings, for the domains of contributing to the team's work (0, 1, 2, 3, or 4 points), interacting with teammates (0, 1, 2, 3, or 4 points), keeping the team on track (0, 1, 2, 3, or 4 points), expecting quality work (0, 1, 2, 3, or 4 points), and having related knowledge, skills and abilities (0, 1, 2, 3, or 4 points). An average is taken across all raters for each domain, and these average ratings are then summed to the total peer evaluation score (ranging 0 to 20 points).

Of note, students who emerge as high performing leaders for their fellow group members according to their CATME peer evaluation ratings will be eligible for a maximum of five (5) extra credit points on their individual grade for the group case study paper. Students who meet the criteria for being considered a high performer are those whose average ratings are better than 2.8/4 for each domain and whose ratings are more than half a point higher than the overall average for the group as a whole. Such students have clearly made exceptional contributions to the group's work.

Required Class Attendance and Participation (5%)

Attendance will be taken during each class session, and this will be reflected in each student's final grade. The UF Attendance Policy will be in effect 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. For an absence to be considered excused based on these reasons, the TA or professor must be given notification prior to the start time of class via email or Canvas message. The time stamp of the email will be used to determine if notification was prior to the start of the class. Students who do not attend class without an approved excused absence will not receive any attendance credit for that day. Students are expected to arrive to class on time and stay until class is dismissed. **Two late arrivals to class will be considered the equivalent of one, unexcused class absence.** Students will be allowed one (1) unexcused absence from class without affecting their attendance and participation grade.

After each lecture we will have an in-class activity that consists of discussion questions and other critical thinking topics. Students will have several minutes to individually work through the activity with access to the textbook and online resources. Then, the class will have an open discussion of all items of the activity. The professor will randomly call on students (from a randomly ordered list of names) to facilitate the discussion. If the student called has prepared a sufficient response, he/she will earn full attendance and participation points for the day. If not, then his/her attendance and participation points for the day will have 50% - 80% deducted,

reflective of his/her effort in preparing and delivering a response. Please note that not every student will be called on during each session. Thus, some students will earn their attendance and participation points for the day simply for being on time to class and staying until class is dismissed.

Grading

Requirement	Due date/time	% of final grade
Exam 1	February 4th, 10:25 AM	25%
Exam 2	March 4th, 10:25 AM	25%
Group Case Study Presentation	See course schedule, beginning of class period	15%
Group Case Study Paper	April 20tht, 9:35 AM	25%
Peer evaluation	April 20th, 11:59 PM	5%
Attendance and Participation	Each class session	5%

The total number of points earned will be transformed to letter grades as follows. Please note that there will be no rounding up for grade increments:

93-100 = 4.0 (A)	80-82.99 = 2.67 (B-)	67-69.99 = 1.33 (D+)
90-92.99 = 3.67 (A-)	77-79.99 = 2.33 (C+)	63-66.99 = 1.00 (D)
87-89.99 = 3.33 (B+)	73-76.99 = 2.00 (C)	60-62.99 = 0.67 (D-)
83-86.99 = 3.00 (B)	70-72.99 = 1.67 (C-)	Below 60 = 0 (E)

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 Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Canvas Course Site

All Assessments will be housed in Canvas. Assignments and Quizzes will be posted in Canvas to be completed prior to specified due dates.

Safeguards

Quizzes and exams that are individually worth more than 15% of the total grade require a heightened sense of academic integrity and safeguards against dishonesty. Exams will be posted in Canvas and Honorlock proctoring will be required.

Exam Administration

There will be two exams. Please see course outline for exam dates. Both exams will be a combination of multiple choice, true/false, short answer and fill-in-the-blank questions. Exams will be administered online synchronously and take place remotely at scheduled times when a class session would typically have taken place.

Policy Related to Late and Make-Up Work, Late Submissions, and Tardiness

Students are expected to complete all assignments by the appropriate date/time. Students are allowed to make-up work ONLY as the result of illness or other unanticipated circumstances warranting a medical excuse and resulting in the student missing a deadline, consistent with College policy. Late assignments not resulting from one of these circumstances and not pre-arranged and approved by the student's TA or professor will not be accepted and will not receive credit for the assignment. This policy also applies for exams and group case study assignments.

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 the TA or professor within 24 hours of the technical difficulty if you wish to request a make-up or deadline extension.

Policy Related to Required Class Attendance, Participation, and Tardiness

Students are expected to read the assigned text and case study prior to the class meeting date, complete all out of class assignments, be an active member of their team, and to actively participate in class discussions. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx For an absence to be considered excused based on these reasons, the TA or Course Instructor must be given notification prior to the start time of class via email or Canvas message. The time stamp of the email will be used to determine if notification was prior to the start of the class. Students who do not attend class without an approved excused absence will not receive any attendance and participation credit for that day.

Students are expected to arrive to class on time and stay until class is dismissed. Two (2) late arrivals to class will be considered the equivalent of one, unexcused class absence. Students will be allowed one (1) unexcused absence from class without affecting their attendance and participation grade.

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 and Use of Technology in Class

Students are expected to complete all reading assignments, attend all class sessions and be prepared to participate in discussions and in-class activities, and demonstrate teamwork throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Students are also expected to arrive on time and stay until class is dismissed.
Laptops and tablet devices may be used in class only for taking notes, viewing slides, or accessing materials that are associated with ongoing in-class activities. Students are not allowed to use laptops or tablet devices during class for any other reason. Further, cell phones are not allowed to be out during class time unless requested by the instructor. Students violating either of these policies will receive one warning; a second offense will result in a 5% deduction at the end of the semester from the total points earned by the student for the course grade.

The 5 P's of Student Responsibility for HyFlex Attendance during the Pandemic:
- **Patience:** Be patient with the faculty, TAs and peers! This is new. There will be tech challenges.
- **Preparation:** Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go.
- **Participation:** Stay focused. The more you focus and participate the more you learn. Ask questions! Whether you are in person or online / remote — **ask questions**. You are responsible for your own learning. Attending the synchronous sessions as scheduled and participating in the learning activities will facilitate your ability to succeed in this course.
- **PPE and PHA (Personal Protective Equipment and Public Health Awareness):** Follow UF guidelines and **wear your mask** if you are on campus in the classroom and in all face-to-face interactions. **Stay home if you are ill**, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID. (See official policies below.)

Attendance and Recordings

Recordings are not intended to be a replacement or substitute for attending synchronous sessions. They are intended to be a stop-gap for those who miss class due to illness or life events that are unfortunately common during the pandemic. Recordings will be made available in Canvas. As soon as links are available, I will post these. If you miss a class meeting for any reason, make sure to communicate with your professor and TAs and check with a peer who attended and watch the recordings.

Communication Guidelines

The preferred method of contact is through Canvas email. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

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, and refrain from staring at your electronic devices.

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please use the UF Health screening system (https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/) and follow the instructions on whether you are able to attend class.
    - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

Online Synchronous Sessions

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs within the first week of class. 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: http://www.multicultural.ufl.edu