

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6395: Healthcare Data Analytics I (3 credit hours)
 Semester: Fall 2022
 Delivery Format: On-Campus
 Schedule: Mondays, Periods 3 – 5, 9:35 AM – 12:35 PM
 Location: HPNP G210
 Course Website available in Canvas

Instructor Name: Nicole M. Marlow, PhD, MSPH
 Room Number: HPNP 3110
 Phone Number: 352-273-6080
 Email Address: marlownm@p.php.ufl.edu
 Office Hours: by appointment

Teaching Assistant: Benjamin Churba, MS
 Email Address: chube01@ufl.edu
 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.

PURPOSE AND OUTCOME

Course Overview

This course is intended to provide an introduction to statistical analysis for Health Administration for MHA students. It is intended to acquaint (*or re-acquaint*) you with the basic concepts and procedures used in analyzing healthcare data. You will be introduced to the use of data analytics to facilitate decision-making tasks involved in the management of healthcare delivery processes. In addition, topics covered in this course will provide a foundation for the analytic approaches that are highlighted in HSA 6196 (Healthcare Data Analytics II), HSA 6198 (Information Management in Health Administration) and HSA 6385 (Performance Management for Health Care Managers).

Course Objectives and/or Goals

This course is designed to instruct students on the following:

Course Objectives	Competencies Addressed
Describe the basic terminology and concepts of univariate, bivariate, and multivariate statistics.	Evaluate and make recommendations for clinical and organizational performance using statistical and quality management techniques and procedures (BAT-3).
Utilize Microsoft Excel to aid in analysis, description, and presentation of statistical data and results.	
Discuss appropriate ways to read, produce, present, and interpret data analytic reports.	
Determine an appropriate technique for a given set of variables and questions.	
Explain the differences among various analytical techniques.	
Propose answers to strategic or operational questions using basic analytic techniques.	
Specify examples of how quantitative methods can be applied in health services.	

Instructional Methods

- Lectures conducted via live class sessions
- Analytics exercises: Working sessions during class session, with out of class work as needed
- Student team run review sessions conducted during class session, with active audience participation

- Student team presentations conducted during class session, with active audience participation
- In-class discussions during class period

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must prepare for each class session by completing in advance any assignments or activities that will facilitate the class experience. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during class. If you are not prepared for the class sessions, you will struggle to keep pace with the activities occurring, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the class sessions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Teaching Philosophy

The role of the instructor is to guide, assist and support students through their own process of acquiring the course subject matter. Teaching at the graduate level leads to the proposition that learning is and should be left largely in the hands of each individual student. The aims of graduate school are different from those of undergraduate education. Undergraduate education is concerned primarily with instilling the essential knowledge in a field and—at its best—with preparing students for a lifetime of learning. Graduate education is about turning students into professionals. These different aims correspond to distinct responsibilities for both teachers and learners at the graduate and undergraduate levels. As aspiring professionals, you are responsible for taking initiative to master the key ideas and literature in the field and for seeking out the resources you need. My role is to facilitate your learning and professional development by introducing you to pertinent literature, by challenging you to evaluate and synthesize the material, and by rewarding individual initiative.

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

Required Course Materials and Technology

- *Statistics for Health Care Management and Administration: Working with Excel, 3rd Edition*. John F. Kros, & David A. Rosenthal; Jossey-Bass, 2016.
- *Healthcare Analytics for Quality and Performance Improvement*. Trevor L. Strome; John Wiley & Sons, Inc., 2013.
- Course reading distributed by instructor
- A computer with Excel capabilities (version 2010 or later)
- Either a laptop with access to Canvas or tablet/smartphone device with the Canvas App
- Register for a CATME student account, a system for teamwork support tools (<http://info.catme.org/>).

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>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

Topical Outline/Course Schedule (*Red = Student Team Run Presentations)

Date	Topic	Reading	Assignment
Aug. 29 th	Welcome and introduction to the class Statistics and Excel Excel as a Statistical Tool Working session: K&R Ch. 1 & 2 Exercises	K&R Ch. 1 & 2	Exercises 1.4.4, 2.1.2, 2.2.2, 2.3.1, 2.3.3, 2.4.2, 2.5.2, 2.8.1, 2.8.2, 2.8.3 (Due Sept. 12 th at 9:00 AM)
Sept. 5 th	NO CLASS – LABOR DAY HOLIDAY		
Sept. 12 th	*Ch. 1 & 2 Exercises Review Primary: Team 1, Secondary: Team 9 Data Acquisition Working session: K&R Ch. 3 Exercises	K&R Ch. 3	Exercises 3.1.1, 3.1.2, 3.2.1a, 3.2.2a, 3.3.1, 3.3.2 (Due Sept 19 th at 9:00 AM)
Sept. 19 th	*Ch. 3 Exercises Review Primary: Team 2, Secondary: Team 8 Data Display Working session: K&R Ch. 4 Exercises	K&R Ch. 4	Exercises 4.1.2, 4.1.5, 4.2.2, 4.3.2, 4.3.3 (Due Sept. 26 th at 9:00 AM)
Sept. 26 th	*Ch. 4 Exercises Review Primary: Team 3, Secondary: Team 7 Measures of Central Tendency and Dispersion Working session: K&R Ch. 6 Exercises	K&R Ch. 6	Exercises 6.1.2, 6.2.8, 6.3.1, 6.4.3, 6.5.2, 6.6.2, 6.6.4 (Due Oct. 3 rd at 9:00 AM)
Oct. 3 rd	*Ch. 6 Exercises Review Primary: Team 4, Secondary: Team 6 Confidence Limits and Hypothesis Testing Working session: K&R Ch. 7 Exercises	K&R Ch. 7	Exercises 7.1.2, 7.1.5, 7.1.6, 7.3.2, 7.4.4, 7.4.6, 7.5.2, 7.5.3 (Due Oct. 10 th at 9:00 AM)
Oct. 10 th	*Ch. 7 Exercises Review Primary: Team 5, Secondary: Team 5 Statistical Tests for Categorical Data Working session: K&R Ch. 8 Exercises	K&R Ch. 8	Exercises 8.1.3, 8.2.5, 8.3.2 (Due Oct. 17 th at 9:00 AM)
Oct. 17 th	*Ch. 8 Exercises Review Primary: Team 6, Secondary: Team 4 T-Tests for Related and Unrelated Data Working session: K&R Ch. 9 Exercises	K&R Ch. 9	Exercises 9.1.1, 9.1.2, 9.1.3, 9.2.1, 9.2.2, 9.2.5, 9.2.11, 9.3.3 (Due Oct. 24 th at 9:00 AM)
Oct. 24 th	*Ch. 9 Exercises Review Primary: Team 7, Secondary: Team 3 Analysis of Variance Working session: K&R Ch. 10 Exercises, Team presentations on healthcare analytics (all teams), Register for CATME student account	K&R Ch. 10 Strome Ch. assigned for your team presentation	Exercises 10.1.3a, 10.1.4a, 10.3.3-part 1, 10.3.4-part 1, 10.3.6 (Due Oct. 31 st at 9:00 AM); Team presentations on healthcare analytics (see schedule); Register for CATME student account (http://info.catme.org/)
Oct. 31 st	*Ch. 10 Exercises Review Primary: Team 8, Secondary: Team 2 Linear Regression	K&R Ch. 11 Strome Ch. assigned for your team presentation	Exercises 11.1.1a, 11.1.1b, 11.1.7, 11.3.2a, 11.5.1 (Due Nov. 7 th at 9:00 AM); Team presentations on healthcare analytics (see schedule); Register for CATME student

Date	Topic	Reading	Assignment
Oct. 31 st (cont.)	Working session: K&R Ch. 11 Exercises, Team presentations on healthcare analytics (all teams), Register for CATME student account		account (http://info.catme.org/)
Nov. 7 th	<p>*Ch. 11 Exercises Review Primary: Team 9, Secondary: Team 1</p> <p>*Toward Healthcare Improvement Using Analytics: Team 1</p> <p>*Fundamentals of Healthcare Analytics: Team 2</p> <p>Working session: Team presentations (Teams 3 - 9), CATME peer review (Teams 1 & 2)</p>	Strome Ch. 1, 2	Team presentations on healthcare analytics (see schedule); CATME peer review, if applicable (Due Dec. 5 th at 11:59 PM)
Nov. 14 th	<p>*Developing an Analytics Strategy to Drive Change: Team 3</p> <p>*Defining Healthcare Quality and Value: Team 4</p> <p>*Data Quality and Governance: Team 5</p> <p>Working session: Team presentations (Teams 6 – 9), CATME peer review (Teams 4 & 5)</p>	Strome Ch. 3 - 5	Team presentations on healthcare analytics (see schedule); CATME peer review, if applicable (Due Dec. 5 th at 11:59 PM)
Nov. 21 st	NO CLASS		Team presentations on healthcare analytics (see schedule); CATME peer review, if applicable (Due Dec. 5 th at 11:59 PM)
Nov. 28 th	<p>*Developing and Using Effective Indicators: Team 6</p> <p>*Leveraging Analytics in Quality Improvement Activities: Team 7</p> <p>Working session: Team presentations (Teams 8 & 9), CATME peer review (Teams 6 & 7)</p>	Strome Ch. 7, 8	Team presentations on healthcare analytics (see schedule); CATME peer review, if applicable (Due Dec. 5 th at 11:59 PM)
Dec. 5 th	<p>*Usability and Presentation of Information: Team 8</p> <p>*Advanced Analytics in Healthcare: Team 9</p> <p>CATME peer review (Teams 8 & 9)</p>	Strome Ch. 10, 11	CATME peer review, if applicable (Due Dec. 5 th at 11:59 PM)
Dec. 12 th	FINAL EXAMS WEEK (NO FINAL IN THIS CLASS)		

ACADEMIC REQUIREMENTS AND GRADING

Textbook Assignments (50%)

Students will complete assignments from the relevant chapter of the Kros and Rosenthal textbook. Please refer to the course schedule above for assigned exercises for each chapter. Excel datasets to be used for the exercises will be posted to the Assignment link in Canvas. Your assignment submission will comprise an Excel file that includes a separate tab for each problem. All assignments will be submitted electronically to the Assignment link in Canvas by 9:00 AM on the date they are due. ***Please note that this an individual assignment.***

Student Team Run Review Session (10%)

Students will be assigned teams to present a review of the completed exercises for the relevant chapter(s) of the Kros and Rosenthal textbook, including the solutions and steps in Excel for obtaining the solutions. Team review session presentations will be conducted during in-class sessions, with active audience participation. Please refer to the course schedule above for your team's review session presentation schedule. The primary team will be scheduled to present. The secondary team will be equally prepared to present the material and will do so in the event that the primary team is unavailable. A file with your team's presentation materials will be due by electronic submission to the Assignment link in Canvas by 9:00 AM on your team's presentation date.

Please note, any student who has an unexcused absence on the date of his/her team's review session presentation will receive 0% credit for the team's grade. Any student who has an excused absence on his/her team's review session date is eligible for up to 50% partial credit of the team's review session grade; however, this is conditional upon other team member feedback regarding acceptable contributions to the review session presentation materials and other necessary preparations prior to the excused absence. Further, up to 100% of the remaining 50% credit of the student's team review session 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 literature critique of a peer reviewed manuscript selected by the student and approved by the professor. Papers should be at least 5 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 9:00 AM.

Student Team Presentation on Healthcare Analytics (30%)

Students will be assigned teams to present on applications of healthcare analytics during the latter portion of the semester. Team presentations will be conducted during in-class sessions, with active audience participation. Specifics of team presentation requirements will be reviewed in class and posted to the Assignment link in Canvas. See the course schedule outline for presentation topics and dates. A file with your team's presentation materials will be due by electronic submission to the Assignment link in Canvas by 9:00 AM on your team's presentation date.

Please note, any student who has an unexcused absence on the date of his/her team's presentation will receive 0% credit for the team's grade. Any student who has an excused absence on his/her team presentation date is eligible for up to 50% partial credit of the team's presentation grade; however, this is conditional upon other team member feedback regarding acceptable contributions to the presentation materials and other necessary preparations prior to the excused absence. Further, up to 100% of the remaining 50% credit of the student's team review session 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 literature critique of a peer reviewed manuscript selected by the student and approved by the professor. Papers should be at least 5 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 9:00 AM.

Peer Evaluation (5%)

Each team member will anonymously submit a standardized evaluation of their peers' contributions to their group's work during the semester (i.e., Student Team Run Review Session and Student Team Presentation on Healthcare Analytics). Peer evaluations will be submitted using the CATME system for teamwork support tools (<http://info.catme.org/>) by 11:59 PM on Dec. 5th. Please do not complete your fellow team members' CATME evaluations until after your group has completed your in-class presentation. ***Please note that students who do not participate in the CATME peer review process by the designated due date/time will receive 0% credit toward the peer evaluation portion of their final grade in the course.***

Each team 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 ratings recorded per person 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 team members according to their CATME peer evaluation ratings will be eligible for a maximum of 5 extra credit points on their individual grade for the Student Team Presentation on Healthcare Analytics. Students who meet the criteria for being considered a high performer are those whose average ratings are better than 2.8/4 and whose ratings are more than half a point higher than the overall average for the team as a whole. Such students have clearly made exceptional contributions to the team's work.

Class Attendance and Participation (5%)

Students are expected to read the assigned text prior to the class meeting date, complete all out of class assignments, be an active member of their group, and to actively participate during in-class discussions. Attendance will be taken during each class session, and this will be reflected in each student's final grade.

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.

Grading

Requirement	Due date/time	% of final grade
Textbook assignments	See course schedule, 9:00 AM	50%
Student Team Run Review Session	See course schedule, 9:00 AM	10%
Student Team Presentation on Healthcare Analytics	See course schedule, 9:00 AM	30%
Peer evaluation	Dec. 5 th , 11:59 PM	5%
Attendance and Participation	Each class session, 9:35 AM	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:

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

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

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policy Related to Late and Make up Work

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 professor will not be accepted and will not receive credit for the assignment. The professor reserves the right to determine appropriate make-up options for each student.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance and Participation

Students are expected to read the assigned text prior to the class meeting date, complete all out of class assignments, be an active member of their group, and to actively participate in class discussions.

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.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>) 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 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.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to:

- Attend all class sessions
- Join each class session on time and stay until class is dismissed
- Complete reading and homework assignments prior to class sessions
- Participate in class discussions
- Be an active member of your group
- Exhibit professional behavior
- Limit use of electronic devices strictly to activities in support of the learning environment.

Communication Guidelines

Students will be expected to communicate via the Canvas messaging system, following appropriate Netiquette Guidelines (<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>).

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.

Policy Related to 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.

Policy Related to Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

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/>.

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.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

- [E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- [Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.
- [Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

- [Student Complaints Campus](#)
- [On-Line Students Complaints](#)

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
