University of Florida
College of Public Health & Health Professions Syllabus
HSA6188: Strategic Management in Health Administration
Fall 2023
Delivery Format: On-Campus
Course Website: Canvas

Instructor Name: Ara Jo, PhD, MS
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Office Hours: By Appointment

Course Schedule: Wednesday 3pm-6pm
Classroom: HPNP G114

Preferred Course Communications (e.g. email, office phone): **Direct UFL email with "HSA 6188" in the subject line**
Email Policy: Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend.

Prerequisites
None.

PURPOSE AND OUTCOME

Course Overview
The purpose of this course is to better understand and apply modern concepts of strategic planning, marketing, and strategy in health systems: to adapt skills and techniques necessary to interpret often ambiguous strategic situations, to distinguish stakeholder needs and aspirations, to evaluate component internal and external structures and influences, to envision appropriate and practicable strategic responses, to persuasively articulate a desired state and to participate and influence the successful implementation of strategy across a health care systems or within a major organizational component or subsystem.

Relation to Program Outcomes
This course is designed to facilitate the pivot from categorical and knowledge-based learning to a more emergent and synthetic understanding of the behavior of complex health organizations. Multiple systems, structures, processes and cultures will be considered in the context of a whole situation. The course is positioned within the curriculum to build on background and techniques acquired in first year courses in Health Policy, Finance, Basic Management and other categorical studies and to prepare students for job placement in a practical working environment.

Course Objectives and/or Goals
Upon completion of the course, students should be able to:
- Evaluate Organizational Culture and Structural Strengths and Weaknesses
- Interpret Impacts of Technology, Cultural Change and Evolving Practice on Organizational Strategy
- Elaborate a High Level Directional Plan for a Medium to Large Organization
- Demonstrate Basic Formal Business Planning Skills and Presentation Techniques
- Recognize Newly Evolving Trends in Strategic Theory from Academic and Popular Sources
- Assess the Influence of the External Environment (Markets, Regulators, and Competitors)
- Understand the importance of a systems view of planning and other complex problems

- Explain and apply the fundamental principles, concepts and analytic techniques of strategic management, marketing, and business planning in general and with specific application for healthcare organizations
- Explain strategy formulation and evaluation processes that apply to healthcare organizations.
- Identify and apply appropriate management and marketing tools used in plan implementation.
- Conduct and present an analysis of the environment of a healthcare organization, a business plan appropriate for the environment, and implementation plans.
- Collaborate effectively with a work team to prepare and present a strategy plan created for a health services organization.

Competency
Healthcare Environment and Community
- HEC-1 Perform needs assessments and environmental analyses in support of program and organizational development
- HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the health care environment

Healthcare Organizations and Performance
- HOP-1 Propose, develop, and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations
- HOP-2 – Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services
- HOP-3 – Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals
- HOP-4 – Understand and articulate the role of health information systems for administrative and clinical functions, including issues that may impact patient care, data privacy, and systems security for the enterprise

Business Analysis and Techniques
- BAT-1 – Describe project management techniques and systems-thinking to plan and manage initiatives involving resources, scope, and impact
- BAT-3 – Evaluate and make recommendations for clinical and organizational performance using statistical and qualitative management techniques and procedures

Leadership and Professionalism
- LP-1 – Organize a team with balanced capabilities and effective group processes to create team member accountability for collective results
- LP-2 – Apply effective and appropriate oral and written communication skills
- LP-4 – Model professional behavior, values, and ethics

DESCRIPTION OF COURSE CONTENT
Topical Outline/Course Schedule

Week	Date	Topic(s)	Readings
1	8/23	**Overview &** Team contract and team build-up activity	-
2	8/30	**Strategic Mindset, Planning and Strategic Failure** Case: CVS and Aetna in Delaware	Collis. 2021. Why do so many strategies fail? HBR. Porter. 2013. The strategy that will fix health care. HBR
3	9/6	**Understanding the Health Care Market and Market Segmentation** Case: Compare five different types of healthcare facilities	Berkowitz. Chapter 6. Moseley. Ch. 4 Hussein and Collins., 2016. Why big health systems are investing in community health.
4	9/13	**Internal and External Assessments I** Case: Dialysis facility ownership and health outcomes	Moseley. Ch. 2-3 Amaral S, McCulloch CE, Lin F, et al. Association Between Dialysis Facility Ownership and Access to the Waiting List and Transplant in Pediatric Patients With End-stage Kidney Disease in the US. JAMA. 2022;328(5):451–459. doi:10.1001/jama.2022.11231 Fortune Business Insights. Sept. 2022., Dialysis market size, share & industry analysis, by type, by dialysis type, by end user, and regional forecast, 2020-2027.
5	9/20	**Internal and External Assessments II** Case: Retail clinics and competitions in the healthcare market	Moseley. Ch. 5 Porter. 2008. The Five competitive forces that shape strategy. HBR. Dafny and Lee., 2016. Health care needs real competition. HBR. Ghiasi A, Zengul FD, Ozaydin B, Oner N, Breland BK. The impact of hospital competition on strategies and outcomes of hospitals: A systematic review of the US hospitals 1996-2016. Journal of Health Care Finance. 2018 Jan 7;44(2).
6	9/27	Quiz 1	Online
7	10/4	**Buyer Behavior and Consumer Loyalty** Case: Amazon Health model after merging with One Medical program and its virtual clinic	Berkowitz. Ch. 4 &7 Pearl and Madvig., 2020. Managing the most expensive patients. HBR
8	10/11	▪ **Guest Speaker: Zac Bielling, MHA, PHHP Executive Director for Administrative Operations,** **Topic: TBD** ▪ **Captain meeting** Due: Ethnography, 10/11 (WED), 11:59pm	
9	10/18	**Healthcare Marketing and Branding** Case: Analyze marketing of top 5 hospital brands.	Moseley. Ch. 16 Berkowitz. Ch. 1 Williams et al., 2021. What's the right customer experience for your brand? HBR

Week	Date	Topic(s)	Readings
10	10/25	**Strategic Planning Options** Case: Rural health merger in Southwest Virginia	Moseley. Ch. 11-14 Matherne et al., 2019. When competition isn't enough: Rural health in Southwest Virginia (A). HBR Carroll et al., 2023. Hospital Survival in Rural Markets: Closures, Mergers and Profitability. Health Affairs.
11	11/1	**Implementing and Monitoring Performance** Case: Build a balanced scorecard with performance indicators for hospitals.	Moseley. Ch. 7-9 Shah et al., 2017. Health care providers must stop wasting patients' time. HBR
12	11/8	**Ethical Consideration in Strategy and Marketing** Case: DEI strategy for a healthcare system Due: Case study presentation deliverable, 11/8 (WED), 11:59pm	Berkowitz. Ch. 16 Livingstone et al., 2020. How to promote racial equity in the workplace. HBR.
13	11/15	**Case Study Presentation Invited Judges from the Department of Surgery, UF Health Shands Hospital.** Due: Peer evaluation, 11/17 (Fri), 11:59pm	
14	11/22	NO CLASS: Thanksgiving	
15	11/29	**Guest Speaker: Shaima Coffey, MHA, Executive Director in the College of Pharmacy Topic: TBD**	
16	12/6	Quiz 2	Online

Course Materials and Technology
[REQUIRED] Harvard Business Review Course Packet. The link for the reading materials is posted on the announcement.
[RECOMMENDED]
Eric N. Berkowitz. Essentials of Health Care Marketing. 5th edition. 2021. JB Learning.
George B. Moseley III. Managing Health Care Business Strategy. 2nd edition. JB Learning.

For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

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.

ACADEMIC REQUIREMENTS AND GRADING

Quizzes (2 quizzes *10pts= 20pts)
Two online quizzes will be given. Quiz will ask essential concepts and theoretical frameworks of strategy and marketing. Multiple choices and true/false questions will be included.

- Quiz 1: 9/27 (WED) between 12am-11:59pm
- Quiz 2: 12/6 (WED) between 12am-11:59pm

Elevator Speech (5pts)
An elevator speech is a way of introducing yourself, getting your point across and making potential connections in the elevator. It takes at max **1 min**. For the speech, you are going to 1) introduce yourself, 2) provide a summary of what you do and what you want and 3) finish a conversation with a call to action such as making a professional contact. This practice prepares you to make networking connections. It is one-time presentation. You will be called out randomly in the class.

Rubric: Present clearly and briefly in one minute. Deliver all **three** messages in a given time.

*Group Participation (0.5point*10 activities=5 pts) Every week in class time.*
A case is provided during the class every week. Every group is asked at least one question by the instructor. A group is expected to be prepared for the case with scientific evidence from literature or official government report and respond to both questions. If the group fails to respond, 0.25 point per question will be deducted.

Assignments
[INDIVIDUAL] Ethnography (15 pts) Due: 10/11 (WED), 11:59pm
Understanding consumer behavior is essential to design a marketing plan and implementation. As the healthcare system is moving toward patient-centered service, observing and analyzing patients and their behavior are important to develop a strategy. Ethnography is a scientific method that explores and describes the dynamic in a natural setting. This assignment enables you to explore perceptions and behavior of patients and/or people in the health care system from an administrator's view.
- Select a location and a time you want to observe.
- Observe people and their behavior in that location for at least 2 hours. Should clarify a date and time on the note.
- Submit one photo of the selected place.
- Answer two questions given on the template.

Format
- Use the template posted on Canvas, Assignment tab, "Ethnography".
- 1-page length, 11-point, Arial font. Single-spaced.
- Follow the AMA reference style if needed. The wrong format will be penalized with 1 point deduction.
- No title page needed.
- Extra page is not allowed (1 deduction point per page). Late submission will be penalized. (1 point per every 24 hours)

Rubric
Title (1pt): Well-described, creative and concise title.
Description (6pts): The description should include why this location and people were selected.
- Present an accurate reflection of people's perspectives and behaviors.
- Identify a problem/challenge and describe it from an administrator's view.
- Provide a rationale for why you think it is a problem.
Analysis and Solution (8pts): This section should identify possible causes and modifiable factors. In addition, it should suggest feasible short-term and long-term solutions for patients and the organization.
- Present at least two causes and factors clearly.
- Provide at least one short-term and long-term solution, respectively.

[GROUP] Case Competition (40 pts)
Submission due 11/8 (WED), 11:59pm, Presented on 11/15 (Wed) in class time
The objective of the case study is to provide a learning experience with a real case and prepare students for their career. It allows students to apply their knowledge and skillset and learn new analytical skills in order to

develop rigorous strategic and marketing plans. In addition, it provides students with the opportunity to present their recommendations to a panel of judges who are currently working at the UF Health Shands. The judges will be invited to evaluate the presentations with a rubric and provide feedback on the presentation day.

The group is assigned to a case developed by the Department of Surgery, UF Shands. A case packet including the case and the instruction is posted on the assignment tab, "Case study" on Canvas. As it is a real case with the purpose of education for students in HSA6188 course, you are **NOT** permitted to share the case and information provided herein with anyone outside of the course, nor are they permitted to contact anyone from any of the entities' references except a designated liaison at the Department of Surgery. Only publicly available information and the supplement given by the Department of Surgery may be utilized for the case. Detailed rules and the instruction are described in the case packet. Read carefully the instruction. If any team member violates the rule, the entire team will be subject to zero grade in this project.

At the end of the case, deliverables with questions are listed. The deliverables should be established by applying the analytical tools and frameworks learned from the course. The format includes a written analysis document with an executive summary, max 10 pages excluding references and appendices. And the group will demonstrate a professional presentation to a panel of judges. **BOTH the written document and powerpoint slides should be submitted to the assignment tab, "Case study" by Nov, 8th (WED), 11:59pm. Late submission is NOT acceptable.**

Format
Written document
- Written analysis with executive summary (1-page length), max 10 pages excluding references and appendices.
- Title page needed listing the team name and team members.
- No handout needed.
- Executive summary should be written in 1-page length. It is shared with judges prior to the presentation. Extra page for the executive summary and written analysis deducts 1 point, respectively.

Presentation
- **Take maximum 15 minutes and 10 minutes of Q&A (total 25 min).** You will be alerted at 3min and 1min before timeout by the timekeeper.
- Extra time is NOT allowed.
- Professional attire is required.

Rubric (40pts)
Written analysis (30 pts)
- Case analysis (15 pts)
    - Problem statement: The essential facts of the case are presented in a clear and understandable manner.
    - The presenters address all deliverables.
    - Any case related analysis (i.e., market profile, competitive analysis, etc) and financial analysis clearly demonstrate the viability of the recommendation.
- Solutions (15 pts)
    - The presenters develop a creative, viable and feasible strategy that will address the needs of identified stakeholders.
    - The solutions are developed based on analysis of the market segmentation, population needs, population characteristics, healthcare infrastructure, healthcare needs, etc clearly.
    - The solutions address the short-term and long-term impact on the organization.

Presentation (10 pts)
- The team uses professional and creative slides with visual materials.
- The team presents clear vocals, confident body language and eye contact with the audience.
- The team shows team dynamics such as smooth transitions between speakers.
- All team members are actively engaged in the presentation.
- Q&A: All team members respond to questions concisely and accurately and demonstrate their knowledge.

[INDIVIDUAL] Peer Evaluation (10pts) Due 11/17 (FRI) 11:59pm
You are expected to be actively engaged in the course through the semester.
Your group is going to establish group contract in the first week. The contract is not included in your grade
however it will be used as criteria for peer evaluation. On the basis of group contract, you are going to assess
your peers' contributions to group projects throughout the semester. Submit the peer evaluation to the peer
evaluation assignment tab. If you don't submit a peer evaluation, your peer evaluation will be zero. Late
submission will deduct 1 point per every 24 hours. The evaluation template is posted on Canvas. Use the
template posted on the Assignment tab, "Peer evaluation".

Attendance (5pts)
Please see the attendance policy section.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Quizzes (10 pts*2)	9/27 and 12/6	20
Elevator Speech	Every week	5
Group participation	Every week	5
Medical Ethnography	10/11 (Wed), 11:59pm	15
Case study	11/8 (Wed), 11:59pm	40
Peer evaluation	11/17 (Fri), 11:59pm	10
Attendance	Every week	5
Total		100

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

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

There will be no rounding up for grade increments, for example a 92.99 is an A-. 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.

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

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

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Exam Policy
Exam is online. No proctoring is given. Closed book.

Policy Related to Make up Exams or Other Work
Make-up exams will be given at the discretion of the instructor. Any requests for make-ups due to any issues, you MUST e-mail an instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence.
Unexcused missed exams will result in a zero on the exam. You are not permitted a make-up exam for work, volunteer positions or personal travel/vacations.

Late assignment: Assignments turned into Canvas up to 24 hours late will be discounted **1 point** per every 24 hours of the grade that they would otherwise receive except group project. Group project assignments turned in more than 24 hours late will **NOT** be graded and will contribute zero points toward your final grade, unless arrangements have been made in advance with the instructor. Missed assignments will contribute zero points toward your final grade.

Please note: assignments turned in at 12:00:01am are LATE, the computer counts on-time submission up to 11:59:00PM, so do not wait until 11:58pm or later to submit an assignment unless you understand that your assignment may be marked late. It is the responsibility of students to open your submission and verify not only that an assignment was submitted, but that an attachment was made and was the correct attachment. The same note is applied to quizzes.

Missed Assignments: Missed assignments and discussion posts will contribute zero points toward your final grade.

Special Circumstances: In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided you have sufficient documentation.
It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should email the instructor, and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Policy Related to Required Class Attendance

Attendance is required. Students must notify the instructor via email about upcoming absences, late arrival or early leave as soon as they become aware of potential conflicts prior to the class. If you miss the class without notification or you provide unacceptable excuse, your attendance cannot be marked. Late arrival or early leave will be marked "Late attendance". Staying for less than 30 minutes in the class without notification will be marked as "Absence". The following are not acceptable excuses for missing class: **WORK, VOLUNTEER POSITION, PERSONAL TRAVLE/VACATION**. **Job interviews are acceptable if approved by the instructor prior to the class.**

Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations/#text). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

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

Professionalism and Student Expectations

Since "Professionalism" is a hallmark of patient and population care, and central to the mission of the College of Public Health and Health Professions, it will be assessed in this course. Students are expected to demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management) and integrity and ethical behavior. Student demeanor and observable behavior are central components to assessing one's professionalism and will therefore need to be observed and occasionally recorded within this class. To facilitate a proper evaluation of professionalism in online sessions, Zoom synchronous sessions may be audio-visually recorded and students will be asked to keep their cameras on during class. Failure to turn on the camera could result in the student not receiving a professionalism score.

Students are expected to arrive for class on time, and be prepared and ready to participate in class discussions. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Students are required to silence all cell phones and close all laptop computers during class unless they are to be used to support directed class activities.
For guest lecture, any electronic devices such as cell phones and laptops are NOT allowed to use even though it supports learning. If note-taking is needed, you should use paper and pencil.

Students are expected to actively engage in the course throughout the semester. Participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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.

Communication Guidelines
Preferred communication is via direct UFL email. Canvas message won't be responded. Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend. Response via Canvas Message may be delayed.

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

As you submit assignments, you will have the opportunity to check it for unintentional plagiarism using Turnitin®, the same software that instructors will use to check your work. You are encouraged to take

advantage of this option. **If you turn in assignments that are plagiarized, you will receive zero points for that assignment.**

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/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. 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 do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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.

- **U 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

- **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.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu