University of Florida
College of Public Health & Health Professions Syllabus
HSC 4247 –Disinformation and Misinformation in Healthcare
(3 credit hours)
Semester: Summer B 2022
Weekly Meeting Times: T/Th – 11:00-12:15
Location HPNP 1102
Delivery Format: Hybrid, Flipped
Course Website or E-Learning: Canvas

Instructor Name:	John Kramer, PhD
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Email Address:	john.kramer@phhp.ufl.edu
Office Location/Hours:	HPNP 4140
Office Hours:	M – 3-4pm; Th – 1-2pm; or by appointment
Teaching Assistants:	
Preferred Communication:	Email: john.kramer@phhp.ufl.edu
	Zoom: https://uflphi.zoom.us/my/john.kramer2022

Prerequisites
Student in the BHS program or permission of instructor

Course Overview
This course traces the interplay of misinformation and disinformation and the impact on personal and public health in the United States. The purpose of this course is to impart understanding of the real world impact of misinformation on health outcomes and what we can do about it. Knowledge gained from this class can be used to help understand how people are misinformed and lay the groundwork for being better informed future practitioners. Strategies learned in this course can better equip the learner to engage with people who have been influenced by misinformation/disinformation.

Relation to Program Outcomes
This course addresses the following outcomes in the Bachelor of Health Sciences Program: 1) by focusing on policies related to health care and rehabilitation access, students will be able to describe the impact of misinformation and disinformation on key elements of the US healthcare system (SLO #1) ; 2) through its central activity, students will apply knowledge and application of bioethical principles to misinformation and disinformation (SLO #4), and 3) through it's highly collaborative lesson plan, students will be developing and implementing professional behaviors in health careers (SLO #5). Finally, this course is centrally focused on refining and implementing critical analysis and thinking to resolving misinformation and disinformation in health care (SLO #6).

Course Objectives and/or Goals
In order to meet the goals of this course, students will be able to:
1. Describe the difference between misinformation, disinformation, and malinformation and how they impact health care choices.
2. Describe basic orientations to uncovering/identifying health care misinformation and disinformation in the public health space.
3. Trace some of the historical contours and structures that incentivize disinformation in public health.
4. Compare and contrast two different approaches for mitigating healthcare misinformation and disinformation in public health.
5. Create a reasoned response/improvement and provide a rationale to address misinformation and disinformation in health care in an area related to your anticipated future field in health care.

6. Apply knowledge and skills in critically identifying misinformation and disinformation in an area related to your anticipated future field in health care.
7. Evaluate misinformation and disinformation in an area related to your present or future major area of health care practice.

Instructional Methods
This class will be delivered in an online and blended classroom format.
Blended Learning
What is blended learning and why is it important? In a Blended Learning class the instructor uses a mixture of technology and face-to-face instruction to help maximize your learning. I will present knowledge content online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help students strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.
What is expected of you? It is expected that students will be fully engaged with the course content and come prepared to participate in, and contribute to, the weekly class activities and discussion. The instructor expects that students will devote 6-7 hours per week preparing for and participating in assigned course content. Instructors and students will formally interact approximately 4 hours per week reviewing and applying course content. The expectation is that students will be present and using their webcam.
The course is housed in UF e-Learning in Canvas. This course is blended and taught through a discussion and lecture format with some online "Blended Learning" assignments. All assignments will be uploaded to Canvas. Participation in the class is vital to student success. If voluntary participation lags, the instructor will call on students randomly. Additionally, the instructor expects that students will check your e-mail and the course announcements daily as the instructor will use Canvas to communicate with you throughout the semester.

Description of Course Content

	Topical Outline/Course Schedule (subject to revision)			
W	Module	Date	Topic(s)	Lab Schedule/Readings
1	Module 1: Foundations	6/28	*Frameworks of Knowledge*	**Lecture** • *Introduction to the course: How do you really know what you know? On Epistemology and the Study of Knowledge* ***Listen/Watch*** • PHILOSOPHY - Epistemology: Introduction to Theory of Knowledge [HD] https://www.youtube.com/watch?v=r_Y3utIeTPg • "We're building a dystopia just to make people click on ads." https://www.youtube.com/watch?v=iFTWM7HV2UI • *Why people fall for misinformation - https://www.ted.com/talks/joseph_isaac_why_people_fall_for_misinformation* ***Read*** *Epistemic Security* • Seger, E., Avin, S., Pearson, G., Briers, M., Ó Heigeartaigh, S., & Bacon, H. (2020). Tackling threats to informed decision-making in democratic societies: Promoting epistemic security in a technologically-advanced world. P. 1-19. https://www.turing.ac.uk/sites/default/files/2020-10/epistemic-security-report_final.pdf . p.1-19 *Street Epistemology* • The Complete Street Epistemology Guide: How to Talk About Beliefs. 2018). *p.1-30.* **Weekly Assignment 1 Due Thursday at 11:59pm**

| Module 2 | 6/30 | *Distrust of Experts and Misplaced Trust in Celebrity* | ***Mini Lectures***
• *Declining Trust in Expertise*
• *Misplaced Trust in Celebrity*
Listen/Watch
• *PHILOSOPHY - Epistemology: Virtue Epistemology [HD] https://youtu.be/x2kLOisfkPw*
• *Dunning, B. "Ten Most Wanted: Celebrities Who Promote Harmful Pseudoscience." Skeptoid Podcast. Skeptoid Media, 28 Oct 2008. Web. 18 Mar 2021.* <u>*https://skeptoid.com/episodes/4125*</u>
Read
• *Nichols, T. (2018). "Let Me Google That for You." The death of expertise. Oxford University Press.*
• *Using the RADAR Framework to Evaluate Sources - https://libguides.lmu.edu/ld.php?content_id=59083488*
• *Hoffman et al. Systematic Reviews (2017) 6:13 DOI 10.1186/s13643-016-0395-1*
Weekly Assignment 1 Due Thursday at 11:59pm |

2	Module 3: Session 1: History	7/5	*Racism and Misogyny as misinformation*	**NOTE:** This particular section contains material that might be sensitive to some of you. As aspiring health care professionals, I trust that all of us will be open and respectful in discussing the contents this module. As a white, CIS, able-bodied male, I risk some arrogance in thinking I can present on this content. I humbly ask for your grace and openness if/when I do not get something quite right! I find that our focus here is to introduce how racist and misogynist beliefs about difference in bodies lead to misinformed understanding of the needs of patients.

Mini Lecture
- *Exploring race through the lens of disinformation.*
- *From Aristotle to present: The persisting belief in the inferiority of women's bodies in medical curricula and practice*

Listen/Watch
- Hammonds, Evelyn. (2021). Medical Stereotypes: Confronting Racism and Disparities in US Health Care: A Health Policy and Bioethics Consortium https://www.youtube.com/watch?v=AfKtN8gNOYE&t=1892s

Read
Race
- Myths about physical racial differences were used to justify slavery — and are still believed by doctors today - https://www.nytimes.com/interactive/2019/08/14/magazine/racial-differences-doctors.html
- A brief history of racism in healthcare - https://www.weforum.org/agenda/2020/07/medical-racism-history-covid-19/
- Hoffman, K. M., Trawalter, S., Axt, J. R., & Oliver, M. N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. Proceedings of the National Academy of Sciences, 113(16), 4296 LP – 4301. https://doi.org/10.1073/pnas.1516047113

Gender

Cleghorn, E. (2021). Chapter 16: Mothers Little Helpers*, Unwell Women: Misdiagnosis and Myth in a Man-Made World. P257-278.*

Weekly Assignment 2 Due Thursday at 11:59pm

	Module 3: Session 2 - History	7/7	*The Influenza Epidemic of 1918*	**Mini Lecture** • *Pandemics of the past* **Listen/Watch** • Christopher McKnight Nichols. (2020). What We Can Learn from the Influenza Pandemic of 1918-19 https://youtu.be/f0qK_4x8Bik **Read** • Dolan, Brian. (2020) Unmasking History: Who Was Behind the AntiMask League Protests During the 1918 Influenza Epidemic in San Francisco? Perspectives in Medical Humanities (UC Medical Humanities Consortium, May 19, 2020) https://doi.org/10.34947/M7QP4M • Protesting During A Pandemic Isn't New: Meet The Anti-Mask League Of 1918 - https://www.forbes.com/sites/kionasmith/2020/04/29/protesting-during-a-pandemic-isnt-new-meet-the-anti-mask-league/?sh=17d44dfb12f9 • The Anti-Mask League of 1919: The Cultural Battle of an Enduring Pandemic https://untappedcities.com/2020/07/15/the-anti-mask-league-of-1919-the-cultural-battle-of-an-enduring-pandemic / **Weekly Assignment 2 Due Thursday at 11:59pm**
3	Module 3: Session 3 - History	7/12	*Smoking, Lead and Sugar*	**Mini Lecture** *Profiting off of misinformation and disinformation in business* **Listen** • How the Lead Industry Got Away with it - https://www.youtube.com/watch?v=ohGgOVKKXdo **Read** *Smoking* • Little, B. "When Cigarette Companies Used Doctors to Push Smoking." https://www.history.com/news/cigarette-ads-doctors-smoking-endorsement • Stanford University Research into the Impact of Tobacco Advertising. http://tobacco.stanford.edu/tobacco_main/index.php *Lead* • Markowitz, Gerald & Rosner, David. (2000). "Cater to the Children": The Role of The Lead Industry in a Public Health Tragedy, 1900–1955. • Schutt, M., & Monnat, S. (2021). The Sugar Industry Gets Rich and We Get Sick. https://lernercenter.syr.edu/2021/01/14/ib-43/ *Sugar* • Kearns CE, Schmidt LA, Glantz SA. 2016. Sugar industry and coronary heart disease research: a historical analysis of internal industry documents. JAMA Intern.Med. 176(11):1680–85 **Weekly Assignment 3 Due Thursday at 11:59pm**

| 4 | 4: Issues and populations | 7/14 | *Anti-Vaccine Movement* | ***Mini Lecture***
Social media and antivaccine misinformation and disinformation

Listen
• Dunning, B. "Vaccine Denial: Failure Mode Analysis." Skeptoid Podcast. Skeptoid Media, 12 Feb 2019. Web. 18 Mar 2021. https://skeptoid.com/episodes/4662
• Dunning, B. "Vaccine Ingredients." Skeptoid Podcast. Skeptoid Media, 17 Nov 2009. Web. 18 Mar 2021. https://skeptoid.com/episodes/4180
Read
• https://www.washingtonpost.com/health/2019/11/15/majority-anti-vaccine-ads-facebook-were-funded-by-two-groups/
• Trust in Vaccines Is the Infodemic Challenge of 2021 - https://www.cigionline.org/articles/trust-vaccines-infodemic-challenge-2021
• Agergaard, T. E., Smith, M. E., & Nielsen, K. H. (2020). Vaccine Assemblages on Three HPV Vaccine-Critical Facebook Pages in Denmark from 2012 to 2019. Media and Communication, 2S3, 339. https://doi.org/10.17645/mac.v8i2.2858
• Grinberg N, Joseph K, Friedland L, Swire-Thompson B, Lazer D. 2019. Fake news on Twitter during the 2016 US presidential election. Science 363(6425):374–78, 43.
• Guess A, Nagler J, Tucker J. 2019. Less than you think: prevalence and predictors of fake news dissemination on Facebook. Sci. Adv. 5(1):eaau4586
Weekly Assignment 3 Due Thursday at 11:59pm |
| 4 | | 7/19 | *COVID-19 Infodemic* | ***Mini Lecture***
The Infodemic – misinformation as contagion

Listen
• Dunning, B. "Pandemic Conspiracies and Politics." Skeptoid Podcast. Skeptoid Media, 7 Apr 2020. Web. 18 Mar 2021. https://skeptoid.com/episodes/4722
Read
• COVID-19 Disinformation- How to Spot It—and Stop It - https://www.ucsusa.org/resources/covid-19-disinformation
• Yang, K.-C., Pierri, F., Hui, P.-M., Axelrod, D., Torres-Lugo, C., Bryden, J., & Menczer, F. (2020). The COVID-19 Infodemic: Twitter versus Facebook.
Weekly Assignment 4 Due Thursday at 11:59pm |

4		7/21	*Aging/Elderly Populations and people with disabilities*	***Mini Lecture*** *The disproportionate impact of misinformation on elderly and other vulnerable populations* ***Listen/Watch*** ***Read*** • Getting Wise to Fake News - https://www.nytimes.com/2020/09/11/health/misinformation-social-media-elderly.html • Brashier NM, Schacter DL. 2020. Aging in a fake news era. Curr. Dir. Psychol. Sci. In press • Keenan, M., & Dillenburger, K. (2018). How 'Fake News' Affects Autism Policy. Societies (2075-4698), 8(2), 29. • Dobrogowska-Schlebusch, E. (2016). The Negative Consequences of Closed Access to Scientific Data and Other Barriers to Information Access - An Analysis of the Health Decisions of Parents Having Children with Autism Spectrum Disorder (ASD). Public Health Management / Zdrowie Publiczne i Zarządzanie, 14(2), 131. **Weekly Assignment 4 Due Thursday at 11:59pm**
5	Module 4: Ways Forward /Mitigation Strategies	7/26	Individual Approaches: *Health Literacy*	***Mini Lecture*** *What do we do about misinformation and disinformation on broad level?* ***Listen/Watch*** ***Read*** • Perakslis, E., & Califf, R. M. (2019). Employ Cybersecurity Techniques Against the Threat of Medical Misinformation. JAMA: Journal of the American Medical Association, 322(3), 207. • Schillinger, D., Chittamuru, D., & Ramírez, A. S. (2020). From "Infodemics" to Health Promotion: A Novel Framework for the Role of Social Media in Public Health. American Journal of Public Health, 110(9), 1393–1396. • Fernández-Celemín L, Jung A. 2006. What should be the role of the media in nutrition communication? Br. J. Nutr. 96(S1):S86–88 • Zhang J, Le G, Larochelle D, Pasick R, Sawaya GF, et al. 2019. Facts or stories? How to use social media for cervical cancer prevention: a multi-method study of the effects of sender type and content type on increased message sharing. Prev.Med. 126:105751 **Weekly Assignment 5 Due Thursday at 11:59pm**

5		7/28	*Being a proactive knowledge citizen and practitioner*	***Mini Lecture*** *Personal interaction – helping each other be the best knowledge citizens we can be* ***Listen/Watch*** ***Read*** • Hart A, Henwood F,Wyatt S. 2004. The role of the Internet in patient-practitioner relationships: findings from a qualitative research study. *J. Med. Internet Res.* 6(3):e36 • Nzomo, P., & Fehrmann, P. (2020). Advocacy engagement: The role of information literacy skills. *Journal of Information Literacy*, *14*(1), 41–65. https://doi.org/10.11645/14.1.2695 • Rennis L,McNamara G, Seidel E, Shneyderman Y. 2015. Google it!: urban community college students'use of the Internet to obtain self-care and personal health information. *Coll. Stud. J.* 49(3):414–26 **Weekly Assignment 5 Due Thursday at 11:59pm**
6		8/2		**Malinformation** *Mini Lecture – The weaponization of real information - malinformation* • Hackers are stealing millions of medical records and selling them on the dark web - https://www.cbsnews.com/news/hackers-steal-medical-records-sell-them-on-dark-web/ • Hackers Demand Ransom From Patients After Breaching Florida Clinic - https://healthitsecurity.com/news/hackers-demand-ransom-from-patients-after-breaching-florida-clinic • A Hacker Is Threatening to Leak Patients' Therapy Notes - https://www.wired.com/story/hacker-threaten-release-therapy-notes-patients/ • They Told Their Therapists Everything. Hackers Leaked It All - https://www.wired.com/story/vastaamo-psychotherapy-patients-hack-data-breach/ • The Black Market For Stolen Health Care Data - https://www.weaa.org/2015-02-13/the-black-market-for-stolen-health-care-data
6		8/4		**Presentations** ***FINAL PAPER DUE**

Course Materials and Technology

Textbooks. There is no required textbook for this course. Readings will consist of book chapters, manuscripts, online sources and policy materials.

Technology. This course will use Canvas and Zoom.
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/

Academic Requirements and Grading
Participation (20%). Participation in this class will be considered contributing to all in class and Canvas discussions. Students will be expected to respond thoughtfully to all aspects of this course. Students who come to class and demonstrate knowledge of the materials and contribute thoughtfully to discussion will be considered examples of effective participation in the class.

Weekly Written Assignments (40%). In these assignments, groups of 4-6 students will research and present an example of either misinformation, disinformation or malinformation. Examples can come from a mainstream media source, a social media post, or an internet search. Students will use one of the two frameworks used for identifying misinformation to evaluate the materials. Each student will submit their portion of the assignment as a pass/fail every week.

Final Misinformation Paper and presentation (30% and 10%).
The final proposal will be a creative analysis solution to an issue/problem related to misinformation and disinformation in healthcare in your anticipated area of practice/expertise. In this paper, which will be a maximum of 5 pages double-spaced, you will outline a) the example and what makes it misinformation, disinformation, or malinformation, b) how you would engage with someone who believes in it and c) how would you respond on a programmatic or social level to correct it? Your presentation should walk us through your paper and should be concise, no longer than 10 minutes. Rubric for this final paper and presentation is provided in Canvas

Requirement	Due date	% of final grade
Participation	Ongoing	20
Weekly Written Assignments	Fridays at 5pm	40
Final Misinformation Paper	Due final class	30
Presentation	Final class	10
Total		100

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

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

The Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

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:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy
Policy Related to Make up Exams or Other Work
Consistent with College policy, students are allowed to make up work only if missed as a result of an excused absence, other unanticipated circumstances warranting a medical excuse, or with instructor permission. You must notify the instructor in advance if you will miss a quiz/exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested must be negotiated at the time of excused absence.

Note about unexcused absences. Unanticipated problems come up sometimes and are understandable. For absences that are not covered under the definition of an excused absence, work due that day will be counted as a zero. However, I will drop the lowest grade from the Semester and *not* include it in your final grade. So, if you miss a live class session due to an unexcused absence, grading for that day will automatically be dropped from your final grade in the class.

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. 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

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Student Expectations, Roles, and Opportunities for Input
Attendance

Attendance in all classes is required, unless arranged in advance with instructor or because of an excused absence.

Expectations Regarding Course Behavior
It is expected that students act in an appropriate, respectful manner during these lab time and all online correspondence. The use of cellphones, tablets and laptops for anything unrelated to the class is STRONGLY DISCOURAGED during lab time. The instructor reserves the right to address excessive violation of this policy, including grade reduction. Attention is a precious resource – please devote all of it to our work during our limited lab time.

Please note that I do monitor late arrivals and early departures from class. If I notice you consistently arriving late and/or leaving early, I will reach out to you for a reason for this and it may end up impacting your participation points in this class.

Communication Guidelines
Students will communicate with the professor via email, Canvas, or Zoom/Phone. Office hours are preferred for meetings, but outside of office hours can be arranged on an individual basis.

Additionally, mutual respect is expected when communicating via email or any other channel with either the instructor or TA. Our goal is to learn, espouse, and enact professionalism in all aspects of this class.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide 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/.

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

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.

- 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: www.multicultural.ufl.edu