University of Florida
College of Public Health & Health Professions Syllabus
PHC 4309 Climate Change, the Environment, and the Future of Public Health (3 credit hours)
Fall: 2022
Delivery Format: **Online**
Course Website or E-Learning *via Canvas* and Zoom

Instructor Name: **Dr. Emi Moore (she/her)**
Email Address: **emilyvmoore@ufl.edu**
Office Hours: **Mondays, 9-10:30am, via Zoom, and by appointment**
Preferred Course Communications: Canvas or UF email

Prerequisites
BSC 2005 or BSC 2010 and minimum of Junior standing or instructor approval

PURPOSE AND OUTCOME

Course Overview
As a complex and dynamic issue, climate change is impacting a vast number of environmental, socio-ecological, and human systems, including public health. This course unpacks key social, environmental, global health, justice, policy, and economic issues, as well as approaches to mitigation and adaptation at multiple scales.

Course Description

Currently, climate change is impacting or has the potential to impact a vast number of environmental, socio-ecological, and human systems. In this course, students will gain an understanding of the complexity of climate change and its dynamic impact on social, environmental, global health, justice, policy, and economic issues, especially as they relate to environmental health and public health. This course takes a local and global approach to understanding climate change, as well as approaches to mitigation and adaptation at multiple scales. Students will investigate the changing middle class in the United States and compare that experience to the experience of the world middle class as a means of unpacking the key issues of economic development, social development, human health, and public health impacted by climate change. Students interested in any aspect of climate change will find the course content relevant. Whether your interest is personal or professional, from the perspective of public health, the health professions and beyond, this course is appropriate for everyone (including the 0.01%, though they have the means and ability to build a rocket ship and find a new planet).

Course Format:
This course will be all **online** and **asynchronous**. **This is not a self-paced course.** Students will be required to read, listen, or watch all required materials for each Module and submit the corresponding assignments on-time. The instructor may not cover all of the assigned readings in the recorded lectures or videos, but the students have access to and are responsible for all materials assigned.

Other Course Materials:

You will need reliable access to the internet to complete this course. You will need access to the Internet for this course which houses its contents in Canvas.

Relation to Program Outcomes

This course provides an undergraduate elective that connects to broader programmatic study outcomes through the following:

1. Dialogue about how climate change, as a complex and dynamic system, impacts diverse areas of environmental health, public health, economics, and societies at large.
2. Identification and critical evaluation of climate change-related issues in diverse sectors (i.e., energy, public health, water, transportation).
   a. Conceptualization of the impacts of climate change on individual, community, national, and international health.
   b. Critical evaluation of climate change-related policy and international laws, legal foundations, and agreements and their interactions with health and community function.
   c. Proposal of solutions to climate change-related issues from the perspective of an evidence-based approach to adaptation and mitigation.
3. Communication via oral and written forms about environmental and climate change-related concepts, including relationships among policy, communities, organizations, interpersonal dynamics, and individual perspectives.
   a. Provision of constructive peer feedback and critique of peer reports and presentations.
   b. Identification of target audiences and resulting message design to maximize audience-specific impact of written and oral projects.
4. Appreciation of individual and community experiences related to climate change, including social and environmental justice, and diverse perspectives.

Course Objectives and Student Learning Outcomes

This course is designed to enable students to achieve a set of content, critical thinking, and communications objectives.

Content

Using academic literature and scientific evidence related to specific climate change and environmental health topics, *upon completion of the course students will be able to:*

1. Describe key causes of climate change at various scales (local, regional, global) in terms of socioeconomic, cultural, and environmental health outcomes.
2. Identify major risk factors for adverse impacts related to climate change at various scales (local, regional, global) in terms of socioeconomic, cultural, and environmental health outcomes.
3. Predict potential adverse impacts of climate change at various scales (local, regional, global) in terms of socioeconomic, cultural, and environmental health outcomes.
4. Identify key actors in addressing and mitigating climate change at the local, regional, national, and international levels.

Critical Thinking

5. Use data and evidence to assess priority focus areas related to climate change and environmental health in various contexts.
6. Identify and compare appropriate interventions, action plans, or solutions for specific climate change and environmental health threats in various contexts and scales.
7. Describe ethical and social justice implications of climate change and environmental health impacts as well as considerations affecting the design of interventions and solutions.
8. Analyze the factors that contribute to the success or failure of climate change and environmental health-related partnerships.

Communication

9. Identify key players and actors in climate change and target messages to specific audiences when developing environmental health-related communication strategies.
10. Assess, critique, and design behavior change communications for specific contexts related to climate change and environmental health topics.
11. Develop a targeted policy and advocacy communication plan to address a situation related to climate change and environmental health.

Relationship to CEPH Public Health Bachelor's Degree Foundational Domains

The course goals and content objectives in this elective course relate to the following CEPH Public Health Bachelor's Degree Foundational Domains:

Foundational Domains	Course Goals or Objectives, Course Activities
The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society	Course Goal 2a Content Objectives 2, 3, 7
The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations	Course Goals 2a, 4 Content Objectives 1-8
The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities	Course Goals 2a, 2c, 4 Course Objectives 2, 3, 5-7
The fundamental concepts and features of project implementation, including planning, assessment and evaluation	Course Goal 3 Course Objectives 4, 8, 9, 11
The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries	Course Goal 2a Course Objectives 1, 3, 6, 7
Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government	Course Goal 2b, 3c Course Objective 11
Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology	Course Goal 3 Course Objectives 6-11

Relationship to CEPH Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

The course activities in this elective course relate to the following CEPH Bachelor's Degree Cross-Cutting Concepts and Experiences:

Cross-Cutting Concepts and Experiences	Course Activities
Advocacy for protection and promotion of the public's health at all levels of society	All course modules and activities

Community dynamics	All community-focused course activities, group term project
Critical thinking and creativity	Group term project, critical thinking in homework assignments, individual semester paper
Cultural contexts in which public health professionals work	Course homework on environmental justice and security, debate
Ethical decision making as related to self and society	Debate, homework assignments
Independent work and a personal work ethic	All independent work activities (semester creative project, homework assignments)
Networking	Group term project poster presentation
Organizational dynamics	Group project, debate
Professionalism	All course activities
Research methods	Independent semester creative project, team term project
Systems thinking	Team term project
Teamwork and leadership	Team term project, debate

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule
The course is divided into three main sections: (1) drivers of, (2) effects of, and (3) approaches to climate change, environmental health, and public health. Topics and guest speakers are tentative and subject to change. Advance notice will be provided to any changes in the course content or schedule as possible. Readings corresponding with each week are found in Course Syllabus Appendix A. Readings are tentative and may be adjusted as needed.

Week	Date(s)	Topic(s) and Objectives	Assignments
Add/Drop	August 24-27	**Course orientation and Anti-plagiarism module**	APA Quiz due August 29
1	August 29-September 3	**Drivers:** What are the drivers of climate change? -Historical perspectives -Nature v. anthropogenic climate change -Climate change v. global warming – why terminology matters -Factors affecting climate change -Population growth -Rate of change for the climate -Modeling and projections -What ice cores reveal -Policy changes, legislative, behavioral, and social drivers **Other** -How to read a scientific article -What is "evidence?"	Quiz 1 due September 6
2	September 6-10	**Drivers**: Energy generation and current infrastructure -Industrial revolution to present -Fossil fuels, nuclear energy, and sustainable energy generation -US power grid and energy distribution -Wastewater infrastructure	Homework #1 Due September 12 Quiz 2 due September 12
3	September 12-17	**Effects**: Climate Change and Human Health -Communicable and noncommunicable diseases -Energy generation, emissions, and air quality -Environmental and social justice/injustices -Mental health	Quiz 3 due September 19
4	September 19-24	**Effects:** Food security -Food and nutrition -Access to nutritious foods -Land use and agricultural changes -Alternative approaches to food production, food use and meatless movements, plant genetic modifications -Pollinators and food access -The human cost of agriculture (Case study: farmworkers)	Homework #2 Due September 26 Quiz 4 due September 26
5	September 26-October 1	**Effects:** Biodiversity -Biodiversity resources, ecosystem services -Land use, change, and development -US land use, deforestation and land use change internationally -International biodiversity and land use agreements (Case Studies: Amazon Rainforest; Indonesia)	Quiz 5 due October 3

6	October 3-6, 8	**Effects**: Environmental Justice and Natural Disasters -Adaptation, mitigation, and resilience -Exposure to climate change impacts -Socioeconomic status and individual/community resilience -Indigenous populations	Quiz 6 due October 10
7	October 10-15	**Effects**: Economics, GDP, and the US and International Stock Markets -Estimations of current economic losses -Ecosystem services -Impacts on Gross Domestic Product, world GDP losses -Money and more money – businesses, stock market, and "green" trends	Homework #3 Due October 17 Quiz 7 due October 17
8	October 17-22	**Effects and Approaches**: Community-based issues and solutions -Impacts of climate change on communities -Community engagement strategies	Quiz 8 due October 24
9	October 24-29	**Effects and Approaches**: Rights of Nature -Does nature have rights? Should it? -Restoration of natural carbon sinks -Protection of natural resources using human or "people-focused" values (anthropocentric versus ecocentric approaches)	Quiz 9 due October 31
10	Oct 31- Nov 5	**Approaches:** Climate Change Law and Policy -Corporate subsidies, household, business carbon footprint reductions -Carbon capture and sequestration -The insurance industry as regulators -Corporate governance and securities regulation	Homework #4 Due November 7 Quiz 10 due November 7
11	November 7-10, 12	**Approaches**: Why directions matter - top-down and bottom-up changes -National and International policies, treaties -Administrative and executive decisions -Global consensus, mandatory pledges to reduce GHGs -International law for enforcing country pledges -Grassroots and community-based movements	Quiz 11 due November 14
12	November 14-19	**Approaches**: Dignity, human rights, and national security -Dignity law -International human rights -Climate refugees and human health -Is climate change a national security issue?	Quiz 12 due November 21

13	November 21-23	**Approaches**: Talking climate change -Why climate change is political -Individual and collective action -How to (productively) talk about climate change and other contentious topics -Strategies for finding common ground with conversation partners, collaborators, and stakeholders	Quiz 13 due November 21
14	Nov 28-Dec 3	**Approaches**: Putting it all together and where we go from here -Alternative energy - nuclear fuels (Case study: Yucca Mountain) -Renewable energy – wind, water, solar -Environmental and health impacts of alternative and renewable energy sources -Preparing for the poster session	Quiz 14 due November 28
15	December 5-10	**Approaches**: Putting it all together and where we go from here, continued	
16	Finals Week		Research project due

Course Materials and Technology

Course Materials

Textbook. There is no required textbook for this course.

Additional required readings. Posted within each module on the course website. Readings are also listed in the topical outline/course schedule table above. These are subject to change.

Technology

Hardware. Webcam and Microphone may be required for out-of-class activities. We may use laptop built in webcams and students may be required to move camera during use. Additional technical requirements are outlined at http://publichealth.phhp.ufl.edu/tech/.

e-Learning in Canvas site. There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at https://lss.at.ufl.edu/ and go to course site for PHCXXXX: Climate Change, the Environment, and the Future of Public Health, Fall 2021. Here, I will post the syllabus, out-of-class course content, assignments, and allow for discussions/chats among the students and course leaders. You will also turn in assignments through this site. Course-related emails are expected to be done through the Canvas system, not the instructor's or TA's @ufl.edu emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.

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

Assignments
The graded course assignments will include post-module quizzes, homework, a semester individual creative project, and a group term project. Each of these will contribute to the final grade as outlined below.

Anti-plagiarism Module (1 quiz, 20 points total, 2% of final grade)
Purpose and relationship to course goals: The anti-plagiarism module is meant to mitigate instances of plagiarism within written coursework and help students to reach the course objectives with scientific integrity.

Post-Module Quizzes (14, quizzes, 280 points total, 28% of final grade, see table for due dates, all due 11:59pm)
Purpose and relationship to course goals: The quizzes are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and reflect on the key themes through a variety of question styles and types.

Quizzes will be done on the content modules. They will be administered in the online course site in Canvas using LockDown Browser. The quizzes will be due at 11:59pm on the due date. These quizzes are low-stakes assessments designed to reinforce the content from the weekly lesson and build upon the pre-work and previous lessons. These quizzes are based on the learning design philosophy that small, frequent reinforcement of course content builds over time and can lead to lasting gains. The format will be multiple choice, select multiple answers, fill-in, short answer, matching, and similar types of questions. The content of the quizzes will focus on the module content, including the content presented in the pre-reading, lectures, and by guest speakers, as well as any in-class activities.

Homework (50 points each x5, 250 points total, 25% of final grade)

Purpose and relationship to course goals: The written assignments are an opportunity for students to apply their knowledge gained in the readings and lectures.

Homework #1 helps students practice or meet course goals 1-4, 8, 10, 11.
Homework #2 helps students practice or meet course goals 2, 3, 5-7, 9-11.
Homework #3 helps students practice or meet course goals 1-4, 6-8, 11.
Homework #4 helps students practice or meet course goals 1, 2, 6-8, 10, 11.
Homework #5 helps students practice or meet course goals 1-4, 6-8, 9.

Five homework assignments worth 50 points each will be assigned through the semester. Check the syllabus and Canvas for the most up-to-date information on the homework assignments. The purpose of the homework assignments is to demonstrate knowledge and apply the understanding of course concepts to new scenarios. The homework assignments will be case studies, writing assignments, problem-solving, and similar applications-based scenarios for students to apply the course concepts and demonstrate their learning. The homework will be submitted online through Canvas using text inputs or by uploading a Word Doc in Canvas.

Individual Research Project (200 points, 20% of final grade, see table for due dates)

Purpose and relationship to course goals: The Individual Creative Project provides students with the opportunity to take ownership of their learning by exploring a topic of interest to them in greater depth and choose the method though which they will demonstrate their learning. The Individual Creative Project relates to and helps students meet the following course objectives: 1, 2, 5-7, 9, 10.

Discussion Boards (150 points, 15% of final grade)

Purpose and relationship to course goals: The team discussion boards will help students to collaborative, develop communication skills and communicate their ideas to an audience. This activity helps students practice and meet course objectives 1,2,4-6, 8-11.

Professionalism (100 points, 10% of final grade)

Purpose and relationship to course goals: The purpose of professionalism points is to help teach students the importance of professionalism. All students start off with 100 professionalism points; however, they can lose points based on unprofessional acts. Students can find a list and point breakdowns in Canvas.

Grading

Requirement	Due date – see Course Schedule	Points (% of final grade)
Anti-plagiarism Module	See Canvas	20 points (2% of final grade)
Post-Module Quizzes	Weekly, 14 through semester	280 points (28% of final grade)
Homework	See course schedule, 5 through semester	50 points each for 5 homework assignments (25% of final grade)
Research Project	Ongoing, scaffolded activities through semester	200 points (20% of final grade)
Discussion Boards	Ongoing	150 points (15% of final grade)
Professionalism	Ongoing	100 points (10% of final grade)

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

Points earned (as percent of total)	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	70-76%	67-69%	63-66%	60-62%	Below 60%
Letter Grade	A 4.0	A- 3.67	B+ 3.33	B 3.0	B- 2.67	C+ 2.33	C 2.0	D+ 1.67	D 1.33	D- 1.0	E 0

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

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

More information on UF grading policy may be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Grading and Rubrics

Several of the course assignments are graded using rubrics. An example for a single line of a rubric category is included below. Additional examples of full rubrics included in Syllabus Appendix B.

Criteria	Ratings				
Content Summarizes and analyzes points succinctly; demonstrates thoughtful presentation of content, research, and analysis; meets defined expectations for content outlined in assignment details.	**Exceptional** (100%) Meets and exceeds assignment expectations	**Accomplished** (95%) Meets basic requirements of assignment	**Emerging** (85%) Meets some of assignment requirements	**Partially Met** (70%) Moves toward, but meets few of the assignment requirements	**No Marks** (0%) Assignment requirements, not met, not addressed, and/or no work submitted

Please note that the "accomplished" category, scored at an "A," is reflective of meeting the basic expectations or the bare minimum to follow the instructions. The "exceptional" category is reflective of those same expectations but doing well in meeting them. The scoring in the course for doing the bare minimum (for example, the minimum sources included, basic analyses, standard communication, and similar) may be scored in the rubric in the "accomplished," not the "exceptional" category. The "exceptional" category, at a higher "A," would reflect detailed research, advanced analyses, exceptional communication, and similar.

Course Policies
As your instructor, I have an ethical obligation to stand by my printed policies to maintain a fair and consistent learning environment for every student. I will follow my policies.

General Expectations:
- Students are expected to read and understand the syllabus during the Add/Drop Period of the semester. If you have any questions about the course policies, email your instructor immediately.
- It is your responsibility to have access to a working computer and reliable internet connection for the duration of this course. If you experience technical problems, do not ask your instructor for help. You should contact:
  - UF's Help Desk
    - **Website**: https://helpdesk.ufl.edu/
    - **Email**: helpdesk@ufl.edu   **Phone**: (352) 392- HELP (4357)
- **IMPORTANT!** Make sure that you have you Canvas page set up to receive all course announcements and emails. I must be able to reach you and send out class notices. Announcements may be sent regarding unexpected changes to our schedule, weather events, updated material or assignment guidelines, opportunities for employment, research, or volunteer experiences, and to share helpful campus resources.

Professionalism:
I expect all students to remain professional and courteous to anyone related to material, exercises, or assignments in this course. If you act in an unprofessional manner, I have the right to deduct from your professionalism points which count toward your overall grade in the course. My classroom is a safe space for all, and all people will be treated equally and with respect. There may be times that I correct you on your professionalism or let you know how an action comes across where no points are taken off and my directive to you is simply for your benefit. However, repeated offenses or egregious actions will result in the loss of

points. Other expectations for this course include that you try your hardest, submit work on-time or have communicated with me as soon as there is an issue, and that you come to me if you are having problems.

Students should be familiar with and follow all policies of the UNF student handbook: http://www.unf.edu/deanofstudents/student_handbook.aspx

Email Etiquette:
When communicating with the instructor or classmates through email or in Canvas discussions, language and tone should be professional and respectful. I expect your email correspondence to me to include the following items:
1) subject: the course section and topic of your email
2) greeting: Dear, Hello, Hi, etc.
3) recipient's formal name: My formal is Dr. Moore
4) clear and concise message that is correct in spelling and grammar
5) closing (i.e. Sincerely, Kindly, Thank you, etc.)
6) your first and last name

Contacting the Instructor:
The preferred method of communication with the instructor is through email. **Emails sent between Monday and Thursday can expect a response within 24 hours. Email sent between Friday and Sunday will have a response on Monday.** I am also available for virtual office hours by appointment. To set up an appointment, please send me an email including "Office Hours" in the subject line. We can arrange office hours to be held by phone and through online chat platforms. Please contact me through email and we can set up a method and time that works for you and your schedule. Also feel free to emails with feedback about the course in real time or just to say hi!

Assignments:
- **No assignment will be accepted after the deadline without appropriate documentation.**
- All grades will be posted on the course website. **If you notice a discrepancy in any grade as it appears online, you must contact the course instructor within one week of the posting date in order to address the problem.** Student may not wait until the end of the semester to contest a grade. Assignments that require manual grading will be graded within one week after the deadline.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT
Policies are tentative and subject to change with advance notice and collaborative discussion with students, as applicable.

Expectations Regarding Course Behavior
All members of the class community are expected to demonstrate professional behavior in all conduct, synchronous, asynchronous, and written. The expectations regarding course behavior are a collaborative agreement between the students and the instructor (and TA, as applicable). This applies to discussion etiquette, in-person collaborations, and group work, interactions with guest speakers and community members, and beyond.

Cell phones and laptop use
Cell phone and laptop use are encouraged as it relates to the classroom work.

Communication Guidelines

The communication guidelines are a collaborative agreement between the all of the students and the instructor (and TA, as applicable). Email messages are expected to be sent through the Canvas system, not the instructor's or TA's UF email addresses. Students should expect a response within 1-2 business days, excluding weekends.

My goal as an instructor is to provide feedback on small activities (quizzes) the day after they close, small assignments (reflections) within 2-3 days, and larger activities (scaffolded project activities and homeworks) within one week.

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your Canvas notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

Further, please see the university's Netiquette Guidelines:

https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx

Additional Resources

UF Library: https://uflib.ufl.edu/, physical location map: https://uflib.ufl.edu/using-the-libraries/library-location-map/

UF Writing Studio: https://writing.ufl.edu/writing-studio/, how to schedule an appointment: https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/

UF Disability Resource Center Accommodated Testing: https://disability.ufl.edu/students/accommodated-testing-request/ (reminders and online testing information included here)

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.

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.

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

To show that you read the syllabus in-full, find the **discussion board** labeled "Favorite Animal" in Canvas and post your favorite animal to that discussion board! -Dr. Moore