

**PHC 3621 Ethics in Artificial Intelligence: Who's Protecting Our Health  
3 credit hours**

**Spring 2023**

Delivery Format: On-Campus Thursday 12:50-2:40PM; or Online via Canvas

Course Website: E-Learning via Canvas

Classroom: HPNP G-307

Instructor Name: Andrew Cistola, MPH

Room Number: HPNP 3132 (shared PhD Student office)

Phone Number: 352-358-1389 (mobile)

Email Address: andrewcistola@ufl.edu

Office Hours: Thursdays 3-5PM (HPNP G-307 or HSRMP conference room if available)

Preferred Course Communications: Canvas (preferred for course specific questions), UF Email System (for general communication), or mobile (if need is urgent)

**Prerequisites**

PHC 3793 Higher Thinking for Healthy Humans: AI in Healthcare and Public Health

**Purpose and Outcome**

**Course Overview**

This course explores the ethical challenges of using artificial intelligence in Healthcare and the practice of Public Health. Students will examine predictive models used for making important health decisions, addressing factors that contribute to trustworthy artificial intelligence in health, and analyzing potential for bias, risk, and social inequity.

**Course Goal and Relation to Program Outcomes**

This course provides students with a framework for evaluating the worthiness and appropriateness of artificial intelligence applications used in healthcare and public health contexts. As such, it contributes to skills needed for future healthcare or public health professionals where evidence-based practice is used in decision-making.

**Course Objectives**

After successful completion of this course, students will be able to:

- Discuss justice, social responsibility, and beneficence as they relate to artificial intelligence in healthcare and public health
- Explain the implications of the proliferation of artificial intelligence in healthcare and public health so that impacts upon human health are addressed
- Characterize the threats and safeguards that contribute to the trustworthiness of artificial intelligence applications in healthcare and public health (data integrity, internal/external checks, safety, transparency, accountability structures, human influences upon reliable outputs, etc.)
- Outline the factors that influence equity/disparity in the implementation of artificial intelligence applications in healthcare and public health (data fairness, design fairness, outcome fairness)
- Compare and contrast protocols, policies, and practices related to artificial intelligence applications in healthcare and public health so that their effectiveness for safeguarding against ethical violations are addressed
- Give examples of ethical violations of artificial intelligence applications in healthcare and public health that have had negative impacts
- Discuss the various roles (data scientists, product managers, data engineers, domain experts, delivery managers, etc) associated with artificial intelligence implementation in healthcare and public health so that their responsibilities related to ethical considerations are addressed

### ***Instructional Methods***

The course will be divided into in-person class sessions and supplemented with online lectures and content through a blended learning approach. The online content delivery will be through the course's Canvas site.

### **In-Person Class Sessions**

This course is based on a community-oriented instructional approach, where students are encouraged and expected to be invested in their learning. We will be approaching the course content in a collaborative manner, working to build our understanding through the appreciation of individual lived experiences, cultural backgrounds, professional training, and personal and collective group interests.

The in-person class sessions will focus on active learning approaches, using short lectures alongside interactive and discussion-based activities. Students are expected to be engaged during the class and participate in pair, small group, and class discussions and learning activities. The content delivery will include a series of activities such as short lectures, peer-peer interaction, small group activities, case studies, debates, and similar.

### **Blended Learning**

#### ***What is blended learning and why is it important?***

We will be using a blended approach in this course, with selected course content presented in advance of in-person sessions. A blended learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Portions of the course content will be provided online before the live classes take place. This is content knowledge that traditionally I would have presented during a live lecture. This lets me focus my face-to-face teaching on course discussions and activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for developing lifelong skills and for becoming a health professional for today and tomorrow.

#### **What is expected of you?**

You are expected to actively engage in the course throughout the semester. 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. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

### **Description of Course Content**

#### **Topical Outline/Course Schedule**

Course content will be in-person and online using a blended approach over the course of the 16-week semester using the following as a guide. Readings corresponding with each week will be posted and available in each appropriate Canvas course module.

**University of Florida**  
**College of Public Health & Health Professions Syllabus**

| Week | Topic(s) and Objectives   | Activities   | Readings/Assignments   |
|------|---|--|--|
| 1    | <p><b>Syllabus Discussion and Development of Course Ground Rules:</b></p> <ul style="list-style-type: none"> <li>-Syllabus, course activities, and course content discussion</li> <li>-Students and professor will work collaboratively to define expectations for course, conduct, timeliness/late policies, and interactions</li> </ul> <p><b>Artificial Intelligence and Ethics for Healthcare and Public Health:</b></p> <ul style="list-style-type: none"> <li>-Historical perspectives</li> <li>-Why artificial intelligence ethics?</li> </ul> | <p>Class Discussion – course ground rules and introduction to course</p> <p>Course Introductions</p> <p>Pre-Course Survey</p>  | <p>Syllabus</p> <p>Weekly Quiz 1:<br/>Syllabus Quiz</p>          |
| 2    | <p><b>Health, Superintelligence, and the AI Apocalypse:</b></p> <p>What are the drivers of AI integration within healthcare and the public health?</p>  | <p>Class Discussion – What are the building blocks of responsible AI in healthcare and public health?</p> <p>Small Group Activity:<br/>Ethical considerations and Drug Discovery using cloud based prediction technology (polymorph)</p>   | <p>Coeckelbergh:<br/>Chapters 1 &amp; 2</p> <p>Weekly Quiz 2</p> |
| 3    | <p><b>The Human/Computer Relationship:</b></p> <p>What are the fundamental differences between humans and machines?<br/>Is General AI possible?</p>   | <p>Class Discussion – What are the ramifications to using AI in healthcare or public health when adopting specific philosophical assumptions regarding AI? (symbolic intelligence, phenomenology, transhumanism, post-humanism)</p> <p>Small Group Activity:<br/>What types of safeguards would be necessary to implement general AI in health settings?</p> | <p>Coeckelbergh:<br/>Chapters 3 &amp; 4</p> <p>Weekly Quiz 3</p> |

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|   |   |   |   |
|---|---|---|---|
| 4 | <p><b>Who Doesn't Want to Live Longer? ---Artificial Intelligence Applications for Healthcare and Public Health:</b><br/>         How does AI support the delivery of healthcare and the practice public health?<br/>         What is precision medicine?<br/>         What is precision public health?</p> | <p>Class Discussion – What types of support does AI provide in healthcare and public health? (surveillance, research, decision making, prediction)<br/>         What are the potential risks for each?</p> <p>Small Group Activity:<br/>         What are the ethical considerations when Integrating AI to reduce human error?</p> | <p>Coeckelbergh: Chapter 5</p> <p>Khoury MJ, Engelgau M, Chambers DA, Mensah GA. Beyond Public Health Genomics: Can Big Data and Predictive Analytics Deliver Precision Public Health? Public Health Genomics. 2018;21(5-6):244-250.</p> <p>Weekly Quiz 4</p> |
| 5 | <p><b>Garbage In --- Garbage Out:</b><br/>         Data and the fit<br/>         Data Sources<br/>         Training Algorithms Morally</p>  | <p>Class Discussion – What are the limitations of machine learning and how do these translate to the ethical use of AI in healthcare and public health?</p> <p>Class Debate:<br/>         The pros and cons of requiring machine learning instances to meet predetermined ethical standards before integration.</p>                 | <p>Coeckelbergh: Chapter 6</p> <p>Weekly Quiz 5</p>   |
| 6 | <p><b>The Usual Suspects and Privacy Protection for the Vulnerable:</b><br/>         Who determines which data to use?<br/>         How can exploitation occur without persons ever knowing?</p>  | <p>Class Discussion – At what point can AI become a manipulator of human behavior?<br/>         Surveillance, Spying, or Safeguarding?</p> <p>Small Group Activity:<br/>         Defining criteria for allowable surveillance</p>   | <p>Coeckelbergh: Chapter 7</p> <p>Weekly Quiz 6</p>   |
| 7 | <p><b>Safety Doesn't Happen By Accident:</b><br/>         The physical nature of virtual safety<br/>         The damage that hackers can do through devices<br/>         Security Failure, Disruptions, and Health Consequences</p>   | <p>Class Discussion – Planning for safety and security: What are the steps for each level of AI implementation?</p> <p>Class Debate:<br/>         The pros and cons of mining and managing medical data with AI</p>   | <p>Ellahham S, Ellahham N, Simsekler MCE. Application of Artificial Intelligence in the Health Care Safety Context: Opportunities and Challenges. American Journal of Medical Quality. 2020;35(4):341-348.</p> <p>Weekly Quiz 7</p>                           |

|    |   |  |   |
|----|---|--|---|
| 8  | <p><b>Agency and the Moral Dilemma:</b><br/>Who is responsible for decisions made by machines?</p>  | <p>Class Discussion –<br/>Can machines be taught to be moral agents? What are the ramifications of this?</p> <p>Small Group Activity:<br/>Designing an oversight committee to address ethical integration of AI in health contexts. What roles and expertise are needed?</p>   | <p>Coeckelbergh: Chapter 8</p> <p>Weekly Quiz 8</p>   |
| 9  | <p><b>Don't Go Behind the Curtain – Explainable AI in Public Health and Healthcare:</b><br/>Decision Trees, Transparency, and Explainability<br/>The Problem of the Black Box</p>   | <p>Class Discussion – How can machine learning or deep learning using neural networks be made transparent? What safeguards can help? Which is more important: performance or explainability?</p> <p>Small Group Activity:<br/>What are the ethical considerations that should be addressed when using AI to predict outbreaks?</p> | <p>U. Pawar, D. O'Shea, S. Rea and R. O'Reilly, "Explainable AI in Healthcare," 2020 International Conference on Cyber Situational Awareness, Data Analytics and Assessment (CyberSA), Dublin, Ireland, 2020, pp. 1-2.</p> <p>Weekly Quiz 9</p> |
| 10 | <p><b>Spring Break</b></p>  |  |   |
| 11 | <p><b>Looking in the Mirror --- Bias in the Machine:</b><br/>The sources of bias: training data, data sampling, defined variables, human error<br/>What role should AI fulfil in promoting a just, fair, and healthy society?</p>   | <p>Class Discussion – Should algorithms be designed to mirror the real world or should they look to advantage the already disadvantaged?</p> <p>Small Group Activity:<br/>Setting the priorities of an AI project.</p>   | <p>Coeckelbergh: Chapter 9</p> <p>Weekly Quiz 10</p>  |
| 12 | <p><b>Tyranny over the Ingenuous --- Policy, Process, and Responsible AI:</b><br/>Who are the affected when it comes to AI and health?<br/>Who is responsible for the affected?<br/>What role does policy play in equitable AI?</p> | <p>Class Discussion - How does policy impact the downstream effects of integrating AI into public health decisions or clinical workflows?</p> <p>Small Group Activity:<br/>Compose a policy that should be used by a healthcare provider or community health unit that would guide the ethical implementation of AI.</p>           | <p>Coeckelbergh: Chapter 10</p> <p>Weekly Quiz 11</p>   |

|    |   |  |   |
|----|---|--|---|
| 13 | <b>The Utopian Influence over the Dystopia:</b> The pace and the progress of AI are begging for responsible oversight.<br>What are the larger issues and possibilities that are yet to be discovered? | Class Discussion – What would an artificial intelligence bill of rights look like?<br>Who should have their finger on the “off” button?<br><br>Class Debate:<br>The Pros and Cons of general AI for healthcare and public health | Coeckelbergh: Chapter 11 & 12<br><br>Weekly Quiz 12 |
| 14 | <b>Exam:</b><br>The class session will be used for the Exam   | In-Class Exam  | No Readings or Quiz this Week                       |
| 15 | <b>AI Application Pitch Presentations:</b><br>The class session will be used for presentations  | In-Class Presentation  | No Readings or Quiz this Week                       |
| 16 | <b>Course Wrap Up:</b><br>The class session will be used for a reflection activity  | In-Class Reflection  | No Readings or Quiz this Week                       |

## Course Materials and Technology

### Course Materials

Textbook. Coeckelbergh, M. (2020) AI Ethics. The MIT Press. Cambridge, Massachusetts. ISBN - 9780262538190

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

### 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.php.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: Fall 2020. 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. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and content modifications.

For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:

- Available 24 hours a day, 7 days a week
- (352) 392-HELP - select option 2
- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) (email)
- [helpdesk.ufl.edu](http://helpdesk.ufl.edu) (website)

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## Academic Requirements and Grading

## **Assignments**

### **Quizzes (2 points each, 20 points total, 20% of final grade)**

As this is a partially blended class, selected course content and video instruction will take place before the in-person sessions. As such, there will be low-stakes quizzes administered in Canvas on this content in advance of the course meetings, due midnight before the in-person class each week. You are responsible for reviewing the content presented and completing the quizzes. These are low-stakes quizzes, meaning they are frequent checks of your progress worth a comparatively small portion of your overall course score. However, they are an essential part of your learning and accountability in being prepared for class discussions. The format will be multiple choice, select multiple answers, fill-in the blank, matching, and similar types of questions. The pre-class quizzes will focus on the material presented in Canvas before the weekly sessions, including readings and videos). In total, students will complete 12 quizzes, however the lowest two quiz grades will be automatically dropped.

### **Assignments (2 points each, 20 points total, 20% of final grade)**

For 12 class sessions, students will participate in a small group activity (e.g., case study, ethical problem/solution proposal, AI ethical considerations lists, AI project outlines, or AI debate summary). Students will participate in the class small group activity, where discussion and decision will occur, and then will individually upload the products of these activities to Canvas by the end of the day the live class is held. All activities are worth 2 points each and are graded entirely on participation (being present in-person for that activity). In total, students will complete 12 class assignments/activities, however the lowest two grades will be automatically dropped.

### **Examination (20 points, 20% of final grade)**

Students will take either an oral or written exam comprised of 10 or 2 open-ended questions respectively. The exam will take place during the normally scheduled class time. Questions will reflect the content delivered through the in-class discussions and require students to show the ability to critically examine complex topics (as opposed to memorizing course material). The exam will cover all content included in Weeks 1 through 12. The written exam will require the lockdown browser provided via Canvas.

### **Presentation (20 points, 20% of final grade)**

Students will work in groups of 3-4 to pitch an artificial intelligence application to the rest of the class. This project is designed to be a creative and collaborative endeavor. As a team you will prepare and deliver a presentation pitch of the selected AI application in either Healthcare or Public Health. Presentations should include the following:

Description: Provide enough information so that the audience can envision how this application will be integrated.

Rationale: What are the potential benefits for adopting this AI application?

Considerations: How will your team address ethical considerations through policy, processes, oversight, etc.

Question and Answer: Be able to answer audience questions about the viability of your proposed application in terms of its ethical feasibility

You will add or create images and graphics that help communicate the proposed application, and your team will present this research in class with 10 to 12 minutes for the pitch and 8 to 10 minutes for answering questions (20 total minutes). Further details will be provided through Canvas, including a rubric for scoring.

### **Composition (20 points, 20% of final grade)**

Individually, students will select an existing AI Application in either Healthcare or Public Health from the course content and conduct in-depth research through scholarly literature searches, interviews with practitioners (with instructor approval), and news/media coverage (as applicable). The purpose of this activity is for students to take ownership of an AI Application of interest to them personally and/or professionally. The focus of this assignment will be to critically analyze the artificial intelligence application, noting known threats, and assessing the following ethical considerations: transparency, equity, privacy, accountability, established policy, and a risk/reward evaluation.

The Critical Assessment Paper should be approximately 3-5 pages (not including the reference page), typed, double spaced, using APA citation style in-text and with a reference list. All submissions for this assignment will be submitted by uploading a PDF or a Word Doc to Canvas.

The Critical Assessment Paper will be submitted in stages through the semester in order to receive feedback from the instructor. The students will work individually on this assignment. The rubric for the final submission can be found in Canvas. The Paper will be broken down into the following segments:

| <b>Critical Assessment Paper</b> | <b>Due Date</b>              |
|----------------------------------|------------------------------|
| Topic Approval                   | Week 7                       |
| Draft Submission                 | Week 13                      |
| Final Submission                 | Week 16 (Final Exam Meeting) |

## Grading

| Requirement  | Due Date                          | Points (% of final grade)      |
|--------------|-----------------------------------|--------------------------------|
| Quizzes      | Midnight before class (Week 1-13) | 20 points (20% of final grade) |
| Assignments  | Midnight after class (Week 1-13)  | 20 points (20% of final grade) |
| Examination  | During class on Week 14           | 20 points (20% of final grade) |
| Presentation | During class on Week 15           | 20 points (30% of final grade) |
| Composition  | By start of class on Week 16      | 20 points (10% of final grade) |

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

|                      |         |        |        |        |        |        |        |        |        |        |           |
|----------------------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| <b>Points earned</b> | 93-100% | 90-92% | 87-89% | 83-86% | 80-82% | 77-79% | 70-76% | 67-69% | 63-66% | 60-62% | Below 60% |
| <b>Letter Grade</b>  | A       | A-     | B+     | B      | B-     | C+     | C      | D+     | D      | D-     | E         |

The Bachelor of Public Health Program does not use C- grades.

This is the letter grade to grade point conversion table is shown below. Letter grade to grade point conversions are fixed by the University of Florida and cannot be changed.

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

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

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

More information on UF grading policy may be found at:

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

## Course Policies

### Policy Regarding Late Submissions and Make Up Work

Course policies are a collaborative agreement between the students and the instructor. Late submissions and make-up work will be determined on a case-by-case basis. The course has been designed to ensure student success and the instructor will make every reasonable effort to accommodate any unique needs and considerations.



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 cases will be handled on an individual, case-by-case basis.

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

Make-up quizzes and other work will be determined on a case-by-case basis and are not guaranteed for every instance. The course grading accommodates 2 absences without penalty during the instructional weeks. Please send an email to the instructor if you would like to request special consideration for make-up work.

### **Policy Regarding Required Class Attendance**

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/UGRD/academic-regulations/attendance-policies>

Late arrivals and early departures are discouraged, as they have the potential to disrupt the class. However, extenuating circumstances occur and sometimes these things are necessary. If necessary, please make such instances as minimally disruptive as possible out of courtesy to the rest of the class.

Attendance at all scheduled course activities is expected and incorporated into the student's grade. However if a student will not be in attendance, they do not need to provide rationale or documentation unless they are requesting special consideration for make-up work.

Additionally, students will be responsible for additional out-of-class activities as part of a partially blended classroom environment (described above). Further, the assignments outlined will be completed outside of class. Students will be required to meet with their term project groups outside of class and may find it beneficial to attend other events or have additional scheduled meetings, depending on the topic selected by their working group outside of the in-person course meetings.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **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, in-person/synchronous, asynchronous, and written. The expectations regarding course behavior are a collaborative agreement between the all of 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 only allowed during designated activities. Students are expected to disengage from electronics during the in-class learning activities unless directed otherwise.

#### **Recording devices**

Recording devices are not to be used in class except in the cases where determined by letter from the Disabilities Services Office.

#### **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 UF email or the Canvas system. Students should expect a response within 1 business day.

*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:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Academic Integrity**

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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

### **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.php.ufl.edu/services/resourceguide/getstarted.htm>

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

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

