University of Florida
College of Public Health & Health Professions Syllabus
PHC3603: Critical Issues in Public Health (3 hours)
Semester: FALL 2023
Delivery Format: On-Campus/Canvas/Top-Hat

Instructor Name:	Gaia Zori, PhD, MPH, CHES®
Course Day and Time	Monday
	Periods 3-4, 9:35-11:30 (Section 16346)
	Periods 7-8, 1:55-3:50 (Section 16347)
Room Number:	HPNP G103
Phone Number:	352-294-5772
Email Address:	gaia.zori@ufl.edu
Office Hours:	Wednesday 2:00-3:00 PM (via Zoom only),
	or by appointment
Teaching Assistant:	Samantha Andritsch
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Office Hours:	By appointment
Teaching Assistant:	Shahzadhi Nyakhar
Email Address:	s.nyakhar@ufl.edu
Office Hours:	By appointment

Preferred Course Communications: Email
Email Policy: Direct Outlook email (gaia.zori@ufl.edu) is the preferred method of communication, *not the message function within Canvas*. Emails received on weekdays (Monday-Thursday) can expect a response within 24 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

PREREQUISITES

Students must be enrolled in the Bachelor of Health Science or the Bachelor of Public Health Program. There are no courses that you need to take as a prerequisite to this class.

PURPOSE AND OUTCOME

Course Overview
The purpose of this course is to provide students the opportunity to learn multiple ways to view current controversial topics in public health. The course covers current public health topics encompassing biomedical issues, social and behavioral factors related to health, and the environment.

Relation to Bachelor of Public Health Foundational Domains
This course addresses one or more components of the following Bachelor of Public Health Foundational Domains:
1. Introduction to core public health values and the societal functions of public health.

2. Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.
3. Address 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.
4. Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

Course Objectives and/or Goals
By the end of this course, students will be able to:
1. Compare and contrast the most current complex public health issues and challenges in society.
2. Analyze peer-reviewed publications addressing controversial public health issues.
3. Integrate, compare, and articulate multiple perspectives of public health issues from both a proponent view and an oppositional view.
4. Describe the influence of personal bias on how public health issues are presented.
5. Synthesize and discuss multiple viewpoints of the assigned public health issue based on current evidence and societal trends.

Instructional Methods
1. Lectures/videos posted to eLearning. Students are responsible for all the material presented in the course and assigned readings. Details can be found in each week's page on the course Canvas page.
2. Assigned readings and resources, including Top Hat chapters and/or other readings posted to eLearning. The reading and resource list may be supplemented during the course.
3. Active participation in in-class discussions/reasoned discourse.
4. Assessments: a variety of assessments will be used to facilitate student learning, including but not limited to assignments, projects, quizzes, and active participation in class discussions and weekly in-class assignments.

Blended Learning
This course uses a blending learning model. A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to- face teaching on course 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 today's health professional.

What is expected of you?
You are expected to actively engage in the course throughout the semester. This course follows a blended-classroom model; that is, you are expected to do preparatory work outside of the class (including reading and/or watching lectures/videos, taking a weekly quiz, and preparing for weekly course discussions.) You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. 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. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion

frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

Late work is not accepted without instructor approval**.** Quizzes and assignments will lock at the end of each module (all dates and times noted below in the course outline).

DESCRIPTION OF COURSE CONTENT

Course Materials, Instructional Methods, and Technology

Required Textbook: There is an online text for this class through **Top Hat** (https://tophat.com/). You can visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: https://app.tophat.com/e/775734

Note: Our Course Join Code is: 775734

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.

In addition to Top Hat providing an online textbook for this course, we will be using the Top Hat (www.tophat.com) classroom response system in class to take attendance. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

*Additional Required Readings***:** Listed within the Top Hat Chapter for each week or on the Course Canvas page.

Kritik.io: We will be using Kritik.io, a peer-to-peer learning platform in this course. It is an engaging and gamified web technology that helps you develop your higher-order-thinking skills (HOTS) according to Bloom's taxonomy of cognitive thinking. It also improves your soft skills in feedback communication.

You will be able to access Kritik through the course Canvas page, but you will additionally need to register and set up a Kritik account. Don't worry if you don't see all of the semester's content in the course right away, I will make it available to you as we progress through the semester.

Please note that the app is currently accessible only in the browser. If you have any questions about Kritik, please contact their support team at support@kritik.io or use the live chat in the app. They usually respond promptly in a few hours. You can also visit Kritik Help Center

at https://www.kritik.io/student-user-guidance-page, which outlines a brief overview to get you up and running on the system.

Technical Requirements
Computer, tablet, or smart phone with high-speed internet access are required.
For technical support for this class, please contact the UF Help Desk at:Learning-support@ufl.edu, (352) 392-HELP (option 2), or https://lss.at.ufl.edu/help.shtml

Additional Academic Resources
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Weekly Quizzes (10% of final grade):** Each week, students will complete a 5-question quiz through Canvas (10 quizzes total) covering that week's course materials, including lectures and assigned readings. You will have **ONE** chance to take each quiz and the quizzes will be timed. Each quiz will be assigned 20 minutes. The quiz for each assigned module is due the Sunday before class at 11:59 pm.

2. **Attendance, Professionalism and Participation (20% of final grade):**
   Attendance: Attendance is required for this course. As outlined in the course schedule, we will meet once each week (Mondays). Students are expected to attend each class session, arrive on time, and remain in class for the entire class period. If a student has a schedule conflict, they should communicate this to the instructor prior to that class section (at least 24 hours prior to scheduled class). Attendance will be recorded every week using Top Hat. Missing more than one class without appropriate documentation will affect your attendance, professionalism and participation grade. See Make Up Policy below for additional detail. Similarly, when a student enters the classroom late, it is disruptive to the entire class. Frequently arriving late to class will affect your attendance, professionalism and participation grade. We do realize that students may have a class directly before this course at a distant location, making it difficult to arrive to class on time. Students in this situation must provide written documentation to the instructors no later than the second week of class.

   Participation: Simply attending is not the same as actively participating. You are responsible for reading and watching all assigned materials (i.e., lectures, videos, or any other forms of multimedia) prior to the class. Reading and watching the assigned material

will help you prepare for the weekly quizzes and in-class activities and facilitate course discussions. Each class meeting will involve a discussion of the selected public health issues and the class will engage in a "reasoned discourse" (similar to a debate, but without the contentious connotations and using skills developed in civil discourse) about a controversial public health issue. You are responsible for reading the assigned material prior to the discussion. You will be assigned to a discussion group and expected to prepare collaboratively each week prior to class. Each group will be assigned a position for the week's topic. The class will alternate between large group and small group formats, with the ultimate goal of developing skills in critical thinking, argument formulation, and thoughtful communication around potentially difficult and divisive topics.

Students are expected to actively engage in course discussions, come to class prepared, and provide thought-provoking ideas and questions. Students are expected to participate in each class session and significantly contribute to class discussions and activities. Full participation within these discussions will count towards your participation grade. Points will be deducted from your participation grade for the following (but not limited to): not involved in the group discussion, performing activities other than the course discussion such as texting, studying for other exams, etc., frequent absences, and unprofessional behavior. Additional points will be based on your participation on Top Hat course activities and other in-class activities. Students will have the opportunity to formally evaluate their group members' contributions to preparation for discussion two times over the course of the semester. Peer feedback will influence the attendance, professionalism, and participation grade.

Professionalism: Professionalism and team-based collaboration are essential components of the learning experience of becoming a public health practitioner. Professionalism includes applying professional skills, accepting responsibility, completing tasks appropriately, exercising good judgment, and demonstrating polite behavior, among other attributes. It is expected that your participation in class meetings and all activities related to the class will be conducted in a professional manner. All class sessions will be conducted in a respectable and professional environment. Your professionalism, including attendance, participation, and attention, will be reflected in your grade.

3. **Kritik & Reflective Assignments (20% of final grade):** Each week following our in-class discussions, you will be given a brief writing prompt that asks you to further consider the public health perspective relative to each topic. These prompts will encourage you to reflect on the information discussed in class and reviewed in preparation for the week's discussion, as well as to extend the content to other relevant issues in public health, and you are expected to incorporate evidence in support of your writing. You will also have an opportunity to review and evaluate your peers' perspectives through their responses to each week's prompt. Detailed instructions are included in each week's Kritik prompt. The due dates for the components of each Kritik assignment are as follows: (1) Creation – Tuesday following class at 11:59 pm, (2) Evaluation – Friday at 11:59 pm and (3) Feedback – Sunday at 11:59 pm. There will be reminders of each assignment due date in Canvas, but the Kritik assignments must be completed directly in the Kritik platform.

In addition to the weekly Kritik assignments, as outlined above, a final component of this portion of your grade will be the completion of several self-reflective surveys. Full details of these assignments can be found on the course Canvas page.

4. **Main Points Paper (10% of final grade):** Students will be required to complete one paper summarizing the main points for a selected issue by reading about the topic on ProCon.org,

the Top Hat materials, and other available credible evidence. The goal of this assignment is for students to review, analyze, and communicate important points relevant to both sides of the selected issue. Full assignment details, including a rubric, are posted in Canvas. This assignment is to be submitted through Canvas by 11:59 PM the Sunday prior to the topic being discussed in class. **For example, if you picked the topic Vaccines for your Main Points Paper, your Paper will be due on <u>9/10/2023 @ 11:59 pm</u> given that Vaccines will be discussed on 9/11/2023.** Five points will be deducted for each day the assignment is late, unless prior approval has been given by the instructor (no exceptions).

You will use the groups tab in Canvas to choose your topic. You are allowed to pick only one topic. Please contact the instructor should you have questions or concerns. **Your topic selections must be completed on or before <u>9/01/2023 @ 5pm</u>**. Failure to do so will result in reduction of possible points from your assigned paper grades.

5. **Policy Brief Presentation (group assignment, 10% of final grade):** With your assigned discussion group, you must complete a Policy Brief on an assigned topic. You will be assigned to either a Pro or Con side of the topic. You CANNOT pick which side you prefer or personally support. The purpose of this assignment is to provide experience advocating for a perspective regardless our own personal opinions and biases.

For this assignment, you are to pretend you are working for a legislative lobbying organization. In each Policy Brief you will attempt to persuade a Congress person to vote for your side or fund your assigned side of the topic. One goal of this assignment is to have you summarize information in a concise manner. Students sometimes assume that more information is better. Concise summary is an important skill, especially when attempting to convince someone of a particular point-of-view. You will complete this assignment as a group. Your group will put together a handout which will be used as a presentation document for your group to present to the class along with a PowerPoint presentation. Your presentation should be no more than 10 minutes in length. Please see Canvas for additional details and a full assignment rubric. Your Policy Brief handout and presentation shell must be submitted via Canvas on or before **<u>11/27/2023 @ 9 am. Presentations will be in class on 11/27/2023.</u>**

6. **Exams (30% of final grade):** There will be two exams in the course. Each exam will consist of up to 50 questions (short answer and multiple choice). The exams will not be cumulative and will cover the main ideas from the reading as well information communicated during class discussions. Please note all exams will be taken in class using Canvas. This means that you must bring a device that will allow you to take the exam.

<u>Lock down browser-</u> You are required to download the lock down browser for your exams. This has to be done BEFORE exam 1. If you do not have this set up on your device, you will not be permitted to take the exam until you have the browser set up. The details for the lock down browser are on Canvas.

A note about make-up exams: Make-up examinations are not normally given in this course. The only circumstances in which a makeup exam will be given are:

1. An official, University sponsored event requires you to be off campus during the exam
2. A medical emergency prevents you from attending class
3. A family emergency prevents you from attending class
4. Jury duty

5. Military service, a religious observance, or a similar obligation prevents you from attending class.
6. COVID-19 symptoms, illness or quarantine

If you miss an examination for any reason, you must contact us before the exam and you must provide written documentation of the event in order to schedule a make-up exam.

Grading

Requirement	Due Date	% of Final Grade
Two Exams @ 15 % each	10/9/2023 & 12/4/2023, in class	30
Weekly Quizzes	Sundays 11:59 PM	10
Main Point Paper	Varies (see Canvas)	10
Policy Brief Presentation	11/27/2023 9:00 AM & in class	10
Kritik & Reflective Assignments	Kritik: Creation – Tuesdays 11:59 PM Evaluation – Fridays 11:59 PM Feedback – Sunday 11:59 PM Reflective Assignments: 8/28/23 & 12/4/23	20
Attendance, Professionalism & Participation	Ongoing	20
	TOTAL PERCENTAGE	**100**

Translating Course Percentages to Letter Grades

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

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

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

TOPICAL SCHEDULE/COURSE OUTLINE
Materials subject to change. Please visit Canvas modules for the most updated materials in each module.

Week	Date	Topic(s)	Readings
1	08/28/23	Course Introduction E-Cigarettes	Syllabus/Top Hat Chapter 1 Introduction Top Hat Chapter 2 (review only)
2	09/04/23		**Labor Day – No Class**

Last Updated: 8/16/2023

3	09/11/23	Vaccines	Top Hat Chapter 3 and https://healthcare.procon.org/
4	09/18/23	Social Media	Top Hat Chapter 4 and https://vaccines.procon.org/
5	09/25/23	Healthcare	Top Hat Chapter 5 and https://socialnetworking.procon.org/
6	10/02/23	Marijuana	Top Hat Chapter 6 and https://marijuana.procon.org/
7	**10/9/23**	**Exam 1**	
8	10/16/23	Obesity	Top Hat Chapter 10 and https://obesity.procon.org/
9	10/23/23	Gun Control	Top Hat Chapter 9 and https://gun-control.procon.org/
10	10/30/23	Immigration	Top Hat Chapter 8 and https://immigration.procon.org/
11	11/06/23	Abortion	Top Hat Chapter 7 and https://abortion.procon.org/
12	11/13/23	Performance-Enhancing Drug Use in Sports	Top Hat Chapter 12 and https://sportsanddrugs.procon.org/ **Dr. Zori at APHA – No Class** **Work with Group on Policy Brief Presentations**
13	11/20/23	Medical Aid in Dying	Top Hat Chapter 11 and https://euthanasia.procon.org/
14	**11/27/23**	**Policy Brief Presentations**	
15	**12/4/23**	**Exam Two**	

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to actively engage in the course throughout the semester. This course follows a blended-classroom model; that is, you are expected to do preparatory work outside of the class (including reading and/or watching lectures/videos, taking a weekly quiz, and preparing for weekly course discussions.) You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live course discussions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, you are expected to be respectful toward others and their views, even if they are radically opposed to your own beliefs.

Communication Guidelines

Please email the instructor and TA directly rather than using the messaging tool in Canvas. For digital communication, please see the following Netiquette Guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

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

Policy Related to Make Ups or Other Work
If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the course instructor as soon as possible. **Late assignments will not be accepted without an approved arrangement with the course instructor.** Failure to complete work prior to the deadlines outlined in this syllabus may result in a zero grade for that assignment.

In the event that students miss more than two classes, students will be asked to complete an additional Main Point paper on a topic assigned by the instructor. Excessive absences may require additional make up assignments at the discretion of the instructor.

Policy Related to Technical Issues
Any requests for make-ups due to technical issues must be accompanied by the ticket number received from the UF Computing help desk (http://helpdesk.ufl.edu/) created when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance
Class attendance is a required component of this course. It is expected that you will notify the instructor in advance when you know you will need to miss or be late to class. Illness, family emergencies, and other extenuating circumstances are reasons for missing or being late to class, as long as you follow-up with the instructor in a timely, professional manner.

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

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

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/.

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.

Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu , is highly encouraged.

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.