

University of Florida
College of Public Health & Health Professions Syllabus
Directed Research in Type 1 Diabetes
Undergraduate Course: HSC 4930 (1 credit)
Graduate Course: HSA 6930 (1 credit)
Spring 2024
Delivery Format: On-Campus

Instructor Name: Ashby Walker, PhD

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Office Hours: By appointment only – please email to schedule

Teaching Assistant: Benjamin Churba, MS, MPH

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Preferred Course Communications: Direct email to UFL email address

Prerequisites

None

PURPOSE AND OUTCOME

Course Overview

This course provides an overview of different methodologies used in research on type 1 diabetes including surveys, interviews, experiments, longitudinal studies, and content analysis. Particular attention will be given to understanding the fundamentals of research design, assumptions of various methods, and ethical responsibilities surrounding conducting research

Relation to Program Outcomes

This course provides undergraduate and graduate students with a personal connection to type 1 diabetes (T1D) the opportunity to gain exposure to various research methodologies used in T1D. Above all, this course will allow students to discover how to turn their ‘burning questions’ about type 1 diabetes into an actual research proposal.

Course Objectives and/or Goals

Through this course, students will achieve:

1. Knowledge of major T1D research programs in the natural and social/behavioral sciences
2. Exposure to career trajectories in T1D research and clinical care
3. Recognition of ethical responsibilities in T1D research
4. Recognition of social disparities in T1D

5. Ability to develop and present an independent T1D research proposal

Instructional Methods

1. Assigned readings (book chapters and/or articles posted to eLearning)
2. Lectures
3. Student-facilitated discussion
4. Reflection memos

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	Jan. 7	Introduction to Course	

Week	Date(s)	Topic(s)	Readings
2	Jan. 16	Guest Speaker: Ashby Walker, PhD	<p>- Preface & Introduction <i>The Discovery of Insulin</i></p> <p>- Elearning PDF: Walker, A. F., Graham, S., Maple-Brown, L., Egede, L. E., Campbell, J. A., Walker, R. J., Wade, A. N., Mbanya, J. C., Long, J. A., Yajnik, C., Thomas, N., Ebekozi, O., Odugbesan, O., DiMeglio, L. A., & Agarwal, S. (2023). Interventions to address global inequity in diabetes: international progress. <i>Lancet (London, England)</i>, 402(10397), 250–264. https://doi.org/10.1016/S0140-6736(23)00914-5</p> <p>- Elearning PDF: Walker, A. F., Hood, K. K., Gurka, M. J., Filipp, S. L., Anez-Zabala, C., Cuttriss, N., Haller, M. J., Roque, X., Naranjo, D., Aulisio, G., Addala, A., Konopack, J., Westen, S., Yabut, K., Mercado, E., Look, S., Fitzgerald, B., Maizel, J., & Maahs, D. M. (2021). Barriers to Technology Use and Endocrinology Care for Underserved Communities With Type 1 Diabetes. <i>Diabetes care</i>, 44(7), 1480–1490. https://doi.org/10.2337/dc20-2753</p> <p>- Elearning PDF: Walker, A. F., Cuttriss, N., Haller, M. J., Hood, K. K., Gurka, M. J., Filipp, S. L., Anez-Zabala, C., Yabut, K., Roque, X., Wong, J. J., Baer, L., Figg, L., Bernier, A., Westen, S., Lewit, E., Sheehan, E., Basina, M., Lal, R., Maizel, J., & Maahs, D. M. (2021). Democratizing type 1 diabetes specialty care in the primary care setting to reduce health disparities: project extension for community healthcare outcomes (ECHO) T1D. <i>BMJ open diabetes research & care</i>, 9(1), e002262. https://doi.org/10.1136/bmjdr-2021-002262</p>

Week	Date(s)	Topic(s)	Readings
3	Jan. 23	Guest Speaker: Mark Atkinson, PhD	<p>- Chapters 1-3 <i>The Discovery of Insulin</i></p> <p>- ELearning PDF: Atkinson, M. A., & Mirmira, R. G. (2023). The pathogenic "symphony" in type 1 diabetes: A disorder of the immune system, β cells, and exocrine pancreas. <i>Cell metabolism</i>, 35(9), 1500–1518. https://doi.org/10.1016/j.cmet.2023.06.01</p>
4	Jan. 30	Guest Speaker: Desmond Schatz, MD Memo #1 due on Jan. 30	<p>- ELearning PDF: Schatz D, Krischer J, She JX. To screen or not to screen for pre-type 1 diabetes?. <i>Hormone Research in Paediatrics</i>. 2002;57(Suppl. 1):12-7.</p> <p>- ELearning PDF: Vehik K, Cuthbertson D, Ruhlig H, Schatz D, Peakman M, Krischer J. Long-Term Outcome of Individuals Treated With Oral Insulin. <i>Diabetes Care</i> [serial online]. July 2011;34(7):1585-1590.</p>
5	Feb. 6	Guest Speaker: Laura Jacobsen, PhD Memo #2 due on Feb. 6	<p>- Chapters 4-5 <i>The Discovery of Insulin</i></p> <p>- ELearning PDF: Jacobsen, L.M., Sherr, J.L., Considine, E. <i>et al.</i> Utility and precision evidence of technology in the treatment of type 1 diabetes: a systematic review. <i>Commun Med</i> 3, 132 (2023). https://doi.org/10.1038/s43856-023-00358-X</p> <p>- ELearning PDF: Ebekozen, O., Mungmode, A., Sanchez, J., Rompicherla, S., Demeterco-Berggren, C., Weinstock, R. S., Jacobsen, L. M., Davis, G., McKee, A., Akturk, H. K., Maahs, D. M., & Kamboj, M. K. (2023). Longitudinal Trends in Glycemic Outcomes and Technology Use for Over 48,000 People with Type 1 Diabetes (2016-2022) from the T1D Exchange Quality Improvement Collaborative. <i>Diabetes technology & therapeutics</i>, 25(11), 765–773. https://doi.org/10.1089/dia.2023.0320</p>

Week	Date(s)	Topic(s)	Readings
6	Feb. 13	Guest Speaker: Melanie Shapiro, PhD Memo #3 due on Feb. 13	<ul style="list-style-type: none"> - ELearning PDF: Shapiro, M. R., Thirawatananond, P., Peters, L., Sharp, R. C., Ogundare, S., Posgai, A. L., Perry, D. J., & Brusko, T. M. (2021). De-coding genetic risk variants in type 1 diabetes. <i>Immunology and cell biology</i>, 99(5), 496–508. https://doi.org/10.1111/imcb.12438 - ELearning PDF: Deligne, C., You, S., & Mallone, R. (2022). Personalized Immunotherapies for Type 1 Diabetes: Who, What, When, and How?. <i>Journal of personalized medicine</i>, 12(4), 542. https://doi.org/10.3390/jpm12040542
7	Feb. 20	Guest Speaker: Brittany Bruggeman, MD, FAAP	<ul style="list-style-type: none"> - Chapters 6-7 <i>The Discovery of Insulin</i> - ELearning PDF: Bruggeman BS, Schatz DA. Type 1 Diabetes: A Disorder of the Exocrine and Endocrine Pancreas. <i>J Cell Immunol</i>. 2023;5(4):120-126. https://doi.org/10.33696/immunology.5.177 - ELearning PDF: Bruggeman, B., Zimmerman, C., LaPorte, A., Stalvey, M., Filipp, S. L., Gurka, M. J., Silverstein, J. H., & Jacobsen, L. M. (2021). Barriers to retinopathy screening in youth and young adults with type 1 diabetes. <i>Pediatric diabetes</i>, 22(3), 469–473. https://doi.org/10.1111/pedi.13171

Week	Date(s)	Topic(s)	Readings
8	Feb. 27	Guest Speaker: Michael Haller, MD	<p>- ELearning PDF: Haller, M. J., Gitelman, S. E., Gottlieb, P. A., Michels, A. W., Rosenthal, S. M., Shuster, J. J., Zou, B., Brusko, T. M., Hulme, M. A., Wasserfall, C. H., Mathews, C. E., Atkinson, M. A., & Schatz, D. A. (2015). Anti-thymocyte globulin/G-CSF treatment preserves β cell function in patients with established type 1 diabetes. <i>The Journal of clinical investigation</i>, 125(1), 448–455. https://doi.org/10.1172/JCI78492</p> <p>- ELearning PDF: Atkinson, M. A., Haller, M. J., Schatz, D. A., Battaglia, M., & Mathieu, C. (2023). Time for changes in type 1 diabetes intervention trial designs. <i>The lancet. Diabetes & endocrinology</i>, 11(11), 789–791. https://doi.org/10.1016/S2213-8587(23)00262-0</p> <p>- Elearning PDF: Ramos, E. L., Dayan, C. M., Chatenoud, L., Sumnik, Z., Simmons, K. M., Szypowska, A., Gitelman, S. E., Knecht, L. A., Niemoeller, E., Tian, W., Herold, K. C., & PROTECT Study Investigators (2023). Teplizumab and β-Cell Function in Newly Diagnosed Type 1 Diabetes. <i>The New England journal of medicine</i>, 389(23), 2151–2161. https://doi.org/10.1056/NEJMoa2308743</p>

Week	Date(s)	Topic(s)	Readings
9	Mar. 5	Guest Speaker: Todd Brusko, PhD	<p>- Chapters 8-10 <i>The Discovery of Insulin</i></p> <p>- ELearning PDF: Shapiro, M. R., Dong, X., Perry, D. J., McNichols, J. M., Thirawatananond, P., Posgai, A. L., Peters, L. D., Motwani, K., Musca, R. S., Muir, A., Concannon, P., Jacobsen, L. M., Mathews, C. E., Wasserfall, C. H., Haller, M. J., Schatz, D. A., Atkinson, M. A., Brusko, M. A., Bacher, R., & Brusko, T. M. (2023). Human immune phenotyping reveals accelerated aging in type 1 diabetes. <i>JCI insight</i>, 8(17), e170767. https://doi.org/10.1172/jci.insight.170767</p> <p>- ELearning PDF: Jacobsen LM, Posgai A, Seay HR, Haller MJ, Brusko TM. T Cell Receptor Profiling in Type 1 Diabetes. <i>Current diabetes reports</i>. 2017 Nov 1;17(11):118.</p> <p>- Review Todd M. Brusko Laboratory Website: http://bruskolab.diabetes.ufl.edu</p>
10	Mar. 19	Guest Speaker: Edward Phelps, PhD Memo #4 due on March 19	<p>- ELearning PDF: Widener, Adrienne & Bhatta, Mallika & Angelini, Thomas & Phelps, Edward. (2021). Guest-host interlinked PEG-MAL granular hydrogels as an engineered cellular microenvironment. <i>Biomaterials Science</i>. 9. 10.1039/DOBM01499K.</p> <p>- ELearning PDF: Menegaz, D., Hagan, D. W., Almaça, J., Cianciaruso, C., Rodriguez-Diaz, R., Molina, J., Dolan, R. M., Becker, M. W., Schwalie, P. C., Nano, R., Lebreton, F., Kang, C., Sah, R., Gaisano, H. Y., Berggren, P. O., Baekkeskov, S., Caicedo, A., & Phelps, E. A. (2019). Mechanism and effects of pulsatile GABA secretion from cytosolic pools in the human beta cell. <i>Nature metabolism</i>, 1(11), 1110–1126. https://doi.org/10.1038/s42255-019-0135-7</p>

Week	Date(s)	Topic(s)	Readings
11	Mar. 26	Guest Speaker: Sarah Westen, PhD Memo #5 due on March 26	- ELearning PDF: Westen, S. C., Warnick, J. L., Albanese-O'Neill, A., Schatz, D. A., Haller, M. J., Entessari, M., & Janicke, D. M. (2019). Objectively Measured Adherence in Adolescents With Type 1 Diabetes on Multiple Daily Injections and Insulin Pump Therapy. <i>Journal of pediatric psychology</i> , 44(1), 21–31. https://doi.org/10.1093/jpepsy/jsy064 - ELearning PDF: Schmidt, M., Lu, J., Luo, W., Cheng, L., Lee, M., Huang, R., Weng, Y., Kichler, J. C., Corathers, S. D., Jacobsen, L. M., Albanese-O'Neill, A., Smith, L., Westen, S., Gutierrez-Colina, A. M., Heckaman, L., Wetter, S. E., Driscoll, K. A., & Modi, A. (2022). Learning experience design of an mHealth self-management intervention for adolescents with type 1 diabetes. <i>Educational technology research and development : ETR & D</i> , 70(6), 2171–2209. https://doi.org/10.1007/s11423-022-10160-6
12	Apr. 2	Guest Speaker: Mollie Huber	- ELearning PDF: TBD
13	Apr. 9	Guest Speaker: Cherie Str, PhD Memo #6 due on April 9	- ELearning PDF: TBD
14	Apr. 16	Guest Speaker: Anastasia Albanese-O'Neill, PhD, APRN, CDCES Memo #7 due on April 16	- ELearning PDF: TBD
15	Apr. 23	Pre-Course Wrap-Up	Presentation Day

Course Materials and Technology

Required Book: Bliss, Michael. *The Discovery of Insulin*. 2007. University of Chicago Press: Chicago, IL.

Additional Required Readings: Posted on the course website (Canvas) in PDF form.

Course Website: The course website is available on Canvas and can be accessed through the [eLearning @ UF](#) website. You will log into the course website using your GatorLink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Submitting Course Materials: Course assignments should be turned into the eLearning site prior to the beginning of class each week.

Announcements: Course announcements will be made through the announcements tool in Canvas. You are responsible for all information in these announcements. Please update your settings so that you are notified of announcements.

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

1. **Readings:** For each weekly module, you will be assigned book chapters and/or specified journal articles to read. Please complete the reading for a particular day prior to that class session.
2. **Weekly Memos and Assignments:** 40% of grade. There will be weekly memos for this class. These memos will allow you an opportunity to apply concepts covered in class to your own world and reality. Memos are to be 2 to 4 pages, typed, doubled spaced, with 12-point font and standard margins. When citing work other than your own, you must provide a works

cited page and reference that content appropriately throughout your assignment (MLA, AMA, APA or ASA style). Memos are due prior to the beginning of class each week and should be submitted via our campus Canvas site. Please see the list of weekly memo topic options on the “Memo Guidelines” handout.

3. **Research Proposal:** 40% of grade. For the ‘final’ project, students will complete a PowerPoint on a proposal for a research project they would like to conduct in Type 1 diabetes. A research proposal contains several elements like the research question, a review of existing literature on this question, proposed methods to study your question, possible risks/benefits of your research, and the instruments you will use to complete your research (for example, a survey). Specific guidelines for this project will be distributed in class.
4. **Participation:** 20% of grade. Punctual class attendance is vital to this portion of your final “S/U” grade for the course. Attendance will be taken every class as a record of your participation. Also, active contributions to class (including asking questions, answering questions and so on) that demonstrate your ability to be a critical thinker will factor into your participation grade as well. Given that this class only meets once a week – there are only two excused absences. Beyond that, a student will be docked for participation and could receive a “U” at the discretion of the professor.

Grading

Requirement	Due date	% of final grade
Memos	Ongoing	40%
Research Proposal	April 23	40%
Participation	Ongoing	20%
Total		100%

Point System Used

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

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.

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

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

[regulations/grades-grading-policies/](#) (Graduate students)

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> (Undergraduate students)

Policy Related to Make up Exams or Other Work

Late assignments are not accepted unless arrangements have been made ahead of the due date with the instructor. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

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.

Communication Guidelines

All course communications should follow UF's Netiquette Guidelines: <https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

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/>.

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.

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: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

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