University of Florida
College of Public Health & Health Professions Syllabus
PHC4796C Artificial Intelligence in Psychological and Brain Sciences
(3 credit hours)
Semester: Spring 2024
Thursday 9:35-11:30
Delivery Format: On-Campus (in-person) & Blended Learning

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Office Hours (Zoom only): TBD @ https://ufl.zoom.us/my/josephgullett
Canvas URL: http://elearning.ufl.edu
Preferred Course Communications: Canvas message or e-mail

Prerequisites: PHC3793 (Higher Thinking for Healthy Humans: AI in Healthcare and Public Health) or equivalent AI Foundations course or permission from instructor

PURPOSE AND OUTCOME

Course Overview. This course builds upon the artificial intelligence (AI) foundations taught in PHC3793 to train health science-focused students to examine how AI and Machine Learning (ML) methods are applied in psychology and related brain sciences, as well as to address the factors that contribute to appropriate use of AI. The course neither provides nor necessitates prior programming knowledge, advanced statistical, or machine learning training.

Relation to Program Outcomes. This course provides an in-depth review of prevalent artificial intelligence and machine learning (ML) tools used in current psychological and brain science research. In doing so, the course will provide the next generation of health career-oriented students with a firm understanding of how AI-based tools are applied to answer important questions in the study of modern psychological and brain sciences. The course further enriches our educational program covering 'next-generation data science' in compliance with up-to-date accreditation standards, and with translational relevance to public health, healthcare, and professional practice.

Course Objectives and/or Goals. The major objective of this course is to provide students with a comprehensive understanding of how cutting-edge AI concepts are applied in modern psychological and brain sciences. Upon successful completion of the course, students will be able to:

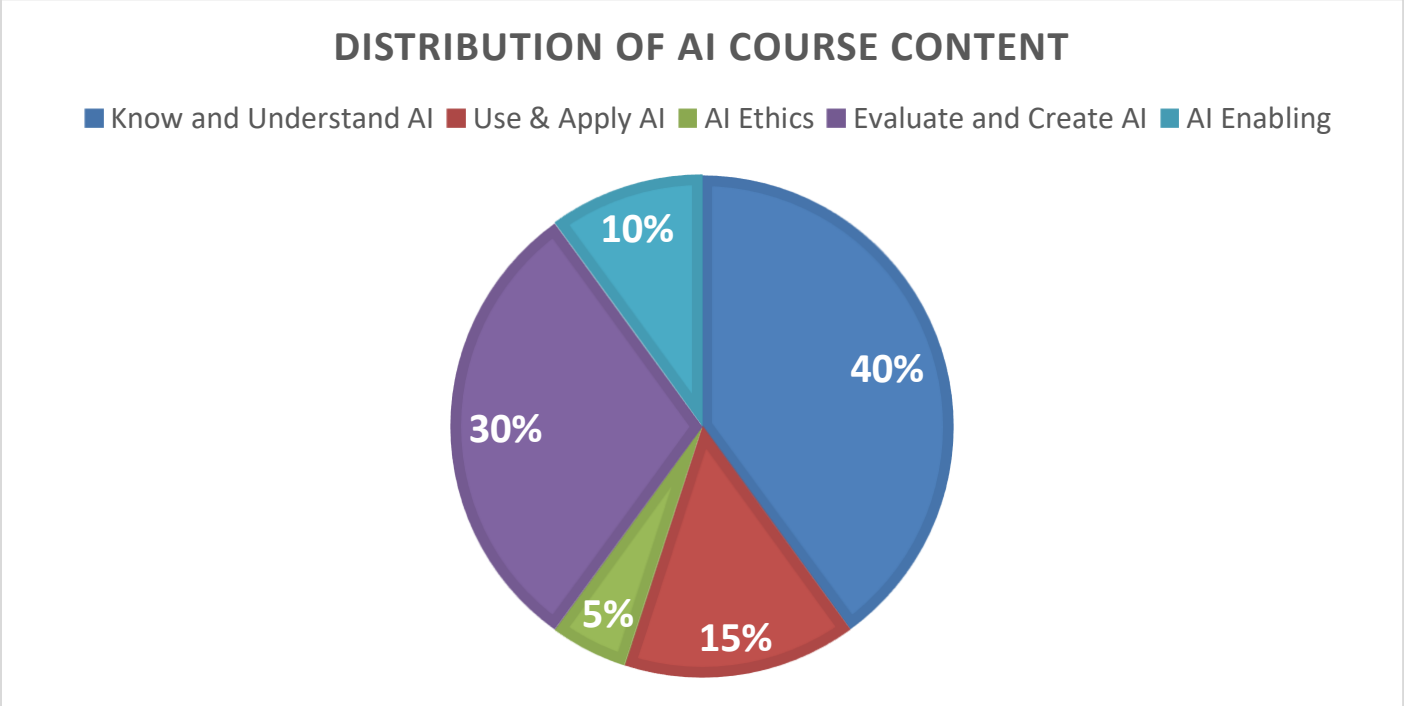
- Critically analyze modern AI-based methods used in psychological and brain sciences
    - Demonstrate the ability to draw conclusions about AI models based on the given data
    - Compare and contrast the pros and cons of the AI methods utilized in modern science
- Discriminate between the different AI methods and explain how they can be used to answer different scientific questions in psychological and brain sciences
- Describe the major implications of how bias, including diversity- and inclusion-related bias, may be influencing AI modeling results

Knowledge-based goals according to Bloom's taxonomy of educational objectives:

1. *Knowledge*: Recognition of machine learning / AI techniques (e.g., "What is a Support Vector Machine?")
2. *Comprehension*. Ability to understand the intended use of AI methods (e.g., "Can a Support Vector Machine be used to predict whether a group develops a specified disease?", "Was the training data

biased in a manner that produced a non-generalizable result or which could potentially harm certain populations?")

3. *Application*. Ability to use AI methods in a specific context (e.g., "Given this question and these data, which AI method(s) can be applied to determine the answer to the scientific question?")
4. *Analysis*. Ability to draw conclusions using data and AI models (e.g., "Can we visualize the cognitive subtypes found by the AI algorithm and evaluate if they are associated with different neuroanatomical metrics?")
5. *Evaluation*. Ability to determine which type of AI modeling would be best for translational purposes (e.g., "After simulating several psychological intervention techniques with the deep learning model, we conclude that the best strategy according to the resource constraints is…")
6. *Synthesis*. Ability to decide if the AI pipeline is adequate for a problem of interest (e.g., "For this prediction problem, we conclude that a linear regression is a better choice than deep learning because it has similar performance but it is more interpretable.")



Instructional Methods. This course will involve in-person class sessions once per week for two hours supplemented by one hour of online learning each week. The online learning portion will expand on topics covered in that week's lecture. This Blended Learning format (described in detail below) will include online content delivery through the courses e-learning site module. Course materials to be included in the online learning supplement will include scientific papers (required reading) and video-based learning instructional tools. Note that quizzes will be based upon both the previous week's lecture material as well as reading and digital material covered in the hybrid hour following the previous week's in-class lecture. Also note that there may be online learning on weeks in which an exam occurs during the in-person class. All course slides will be made available online for download. The online material (including this syllabus) will be processed through SensusAccess to ensure it is compliant to Federal, State, and University accessibility policies and governance.

Blended Learning

What is blended learning and why is it important?

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 or after 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. 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

The Course will be divided into two modules in which the focus of each module will be the application of AI methods to investigate cognitive, psychological, and brain science-based scientific topics. After an overview of the AI methods to be covered in the semester, we discuss and analyze several relevant AI methodologies through a hybrid learning approach integrating self-paced learning with lecture-based material. The first module will cover the use of AI models across topics related to psychology and behavior. The second module will cover the use of AI models to address the study of Brain Sciences, including neuroimaging and neural factors (e.g. medical imaging).

Table 1. Class dates, topics, and assignments

Week	Date(s)	Topic(s)	Task(s) due
1	1/11/24	Course introduction, overview, intro to HiperGator	Syllabus Review
2	1/18/24	Review of AI Methods (Dr. Indahlastari)	None
Module 1: AI in Psychology and Behavior			
3	1/25/24	Attention & Working Memory	Reading (see Table 2)
4	2/1/24	Executive Function	Quiz #1 (Attention & Working Memory); Reading (see Table 2)
5	2/8/24	Learning & Memory	Quiz #2 (Executive Function); Reading (see Table 2)
6	2/15/24	Language Function	Quiz #3 (Learning & Memory); Reading (see Table 2)
7	2/22/24	Addiction	Quiz #4 (Language Functions); Reading (see Table 2)
8	2/29/24	Mental Health	Quiz #5 (Addiction); Reading (see Table 2)
9	3/7/24	EXAM 1; In-class Tool Demos (e.g., Weka)	None
10	3/14/24	NO CLASS – SPRING BREAK	None
Module 2: AI in Brain Sciences			
11	3/21/24	Healthy Aging & Brain Age Predictions	Reading (see Table 2)
12	3/28/24	Disease and Syndrome Phenotype Classification and Progression Predictions	Quiz #6 (Brain Age Predictions); Reading (see Table 2)

Week	Date(s)	Topic(s)	Task(s) due
13	4/4/24	Medication and Intervention Response	Quiz #7 (Disease Phenotype Classification & Progression); Reading (see Table 2)
14	4/11/24	Brain-Machine Interfaces	Quiz #8 (Medication/Intervention Response); Reading (see Table 2)
15	4/18/24	Exam 2	None

Course Materials and Technology

- **Course Slides** – Provided by the course instructor and posted on e-learning

- **Textbook(s)** – None mandatory.
    - Freely available online textbooks/resources - "Introduction to Statistical Learning" (https://www.statlearning.com/) and "Deep Learning" (https://www.deeplearningbook.org/)

- **Reading Materials** – Provided by the course instructor and posted online. It is recommended that you utilize the blended learning hour following the end of in-person class to critically review these readings each week, as the in-person quiz on the following week will cover the previous week's lecture topic.

Week/Date	Topic	Reading (Link[s] below and posted to Canvas as PDF)
Week 3 (1/25/24)	Attention & Working Memory	Itti, L., & Koch, C. (2001). Computational modelling of visual attention. Nature reviews neuroscience, 2(3), 194-203. https://www.nature.com/articles/35058500
Week 4 (2/1/24)	Executive Function	Cordova, M., Shada, K., Demeter, D. V., Doyle, O., Miranda-Dominguez, O., Perrone, A., ... & Feczko, E. (2020). Heterogeneity of executive function revealed by a functional random forest approach across ADHD and ASD. NeuroImage: Clinical, 26, 102245. https://www.sciencedirect.com/science/article/pii/S2213158220300826
Week 5 (2/8/24)	Learning & Memory	Stricker, J. L., Corriveau-Lecavalier, N., Wiepert, D. A., Botha, H., Jones, D. T., & Stricker, N. H. (2022). Neural network process simulations support a distributed memory system and aid design of a novel computer adaptive digital memory test for preclinical and prodromal Alzheimer's disease. Neuropsychology. https://psycnet.apa.org/fulltext/2022-93795-001.html
Week 6 (2/15/24)	Language Function	Matias-Guiu, J. A., Diaz-Alvarez, J., Cuetos, F., Cabrera-Martín, M. N., Segovia-Rios, I., Pytel, V., ... & Ayala, J. L. (2019). Machine learning in the clinical and language characterisation of primary progressive aphasia variants. Cortex, 119, 312-323. https://www.sciencedirect.com/science/article/pii/S0010945219302011
Week 7 (2/22/24)	Addiction	Acion, L., Kelmansky, D., van der Laan, M., Sahker, E., Jones, D., & Arndt, S. (2017). Use of a machine learning framework to predict substance use disorder treatment success. PloS one, 12(4), e0175383. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0175383
Week 8 (2/29/24)	Mental Health	Mumtaz, W., Xia, L., Mohd Yasin, M. A., Azhar Ali, S. S., & Malik, A. S. (2017). A wavelet-based technique to predict treatment outcome for major depressive disorder. *PloS one*, *12*(2), e0171409.

		https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0171409
Week 11 (3/21/24)	Healthy Aging & Brain Age Predictions	Jiang, H., Lu, N., Chen, K., Yao, L., Li, K., Zhang, J., & Guo, X. (2020). Predicting brain age of healthy adults based on structural MRI parcellation using convolutional neural networks. Frontiers in neurology, 10, 1346. https://www.frontiersin.org/articles/10.3389/fneur.2019.01346/full
Week 12 (3/28/24)	Disease and Syndrome Phenotype Classification and Progression Predictions	Vaccaro, M. G., Sarica, A., Quattrone, A., Chiriaco, C., Salsone, M., Morelli, M., & Quattrone, A. (2021). Neuropsychological assessment could distinguish among different clinical phenotypes of progressive supranuclear palsy: A Machine Learning approach. Journal of Neuropsychology, 15(3), 301-318. https://bpspsychub.onlinelibrary.wiley.com/doi/full/10.1111/jnp.12232
Week 13 (4/4/24)	Medication and Intervention Response	Chekroud, A. M., Bondar, J., Delgadillo, J., Doherty, G., Wasil, A., Fokkema, M., ... & Choi, K. (2021). The promise of machine learning in predicting treatment outcomes in psychiatry. World Psychiatry, 20(2), 154-170. https://onlinelibrary.wiley.com/doi/full/10.1002/wps.20882
Week 14 (4/11/24)	Brain-Machine Interfaces	Rudary, M., Singh, S., & Pollack, M. E. (2004, July). Adaptive cognitive orthotics: combining reinforcement learning and constraint-based temporal reasoning. In Proceedings of the twenty-first international conference on Machine learning (p. 91). https://dl.acm.org/doi/pdf/10.1145/1015330.1015411

- **Hardware** – Laptop or mobile tablet device will be required for in-class quizzes and exams administered through e-learning. While not required, a webcam and/or microphone will be helpful for online communications. Additional technical requirements are outlined at https://it.phhp.ufl.edu/phhp-computer-requirements/

- **Software** – No specialized software required

- **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 PHC4796C: Spring 2024. The syllabus, out-of-class course content, assignments, and other course materials will be posted here. The course site will also 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 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

Quizzes *(30 points; 6 x 5 points each; 30% of Total Grade)*
On each week that follows a lecture (weeks 4-8 and 12-14) there will be an in-class quiz incorporating knowledge from the previous week's lecture and recommended reading(s). Quizzes will be five questions worth one point each in either multiple choice or fill-in-the-blank format. There will be eight total quizzes administered over the semester, and the lowest two scores will be dropped for a total of six quizzes toward the final grade.

Exam 1 (30 points; 30% of Total Grade)
Students will take a 20-question in-class exam. The exam will take place during the normally scheduled class time. You will need to bring a laptop or other device to access the exam via Canvas, no sharing permitted. Questions will address the content in the online materials (asynchronous) as well as class lectures and discussions (synchronous) and will be in the form of multiple choice, fill-in-the-blank, matching, and short answer (technical/methodological questions and applied/discussion questions). The exam will cover all content included in Weeks 1 through 8, with a main objective of assessing the knowledge-based goals according to Bloom's taxonomy of educational objectives listed on pages 1-2 of this syllabus. The exam will require the lockdown browser provided via Canvas.

Exam 2 (30 points; 30% of Total Grade)
Students will take a 20-question in-class exam. The exam will take place during the normally scheduled class time. You will need to bring a laptop or other device to access the exam via Canvas, no sharing permitted. Questions will address the content in the online materials (asynchronous) as well as class lectures and discussions (synchronous) and will be in the form of multiple choice, fill-in-the-blank, matching, and short answer (technical/methodological questions and applied/discussion questions). The exam will cover all content included in Weeks 11 through 14, with a main objective of assessing the knowledge-based goals according to Bloom's taxonomy of educational objectives listed on pages 1-2 of this syllabus. The exam will require the lockdown browser provided via Canvas.

In-class Participation (10 points; 10% of Total Grade)
In addition to live lectures, we will be incorporating in-class active learning approaches by using an interactive and discussion-based lecture format. Students are expected to be engaged during class and participate in class discussions, when applicable. There are 11 total classes during which in-class participation will be required, 10 of which count toward the final grade. In other words, one participation

point is dropped (i.e., a student may miss one unexcused lecture without penalty to their final participation grade). Students with excused absences will not be penalized. Below are several in-class participation example scenarios and what a student may do to earn credit for in-class participation:

Scenario	How to earn participation credit
Interactive Lecture	• Remain attentive and engaged during lecture • Refrain from cell phone use during lecture • Engage in discussion of lecture content with instructor and classmates
Assigned reading synthesis/discussion	• Engage in discussion with the instructor and/or classmates about that week's assigned reading

Extra Credit (no more than 5%)
Extra credit opportunities may be available throughout the semester to allow a student to make up for missed points. These opportunities will be provided for all students at the discretion of the instructor.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Class Participation	In-class (live lecture)	10 Points; 10% of Total Grade
Quizzes	In-class (weeks 4-8 and 12-14)	30 points (6 x 5 points each); 30% of Total Grade
Exam 1	TBD around week 6	30 points; 30% of Total Grade
Exam 2	TBD around week 11	30 points; 30% of Total Grade

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

Percentage Earned	Letter Grade
93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
70-76.9	C
67-69.9	D+
63-66.9	D
60-62.9	D-
Below 60	E

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

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

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

Exam Policy

Exams will be administered in-class through e-learning at the end of each of three modules. Students will be required to bring a laptop or tablet device for completion of the exam. The exam format will be a mixture of multiple-choice, short-answer, and fill-in-the-blank questions assessing comprehension of the material covered in each of the three class modules. There will be no cumulative exam.

Policy Related to Make-up Exams or Other Work

All exams and quizzes will be administered in-class. Quizzes will be administered at the start of each class according to the schedule above. If a student is late to class and misses the designated quiz time period, they can choose to make-up the quiz at the end of the in-person two-hour class period, or at another time within the semester coordinated with the instructor. If a student misses class the day of an exam or quiz, make-up quizzes/exams will be determined on a case-by-case basis. It is expected that any missed quizzes or exams will be made up in-person during the semester at a time and date coordinated with the instructor. Missed quizzes or exams will be proctored in the instructor's lab space in Communicore C2-018. Please send an email to the instructor to coordinate. Further, if the student is aware any planned days of absence throughout the semester during which a quiz or exam is being proctored, advanced notice to the instructor should be provided as soon as possible. In the event of an absence, students will forfeit potential earned in-class participation points (during classes where an exam is not being proctored). However, it is noted that there are 11 total classes where participation is recorded and only 10 points possible. Thus, students may miss one lecture during the semester without losing a participation point.

Special Circumstances

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 dealt on an individual, case-by-case basis. Absences should be discussed with the instructor in advance when possible. Late arrivals to class start-time and early departures before class ends 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.

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

Attendance will be confirmed by visual recognition of the student's presence in each class by the instructor. Late arrival or early departure such that the student misses more than 50% (>1 hour) of the in-person class period will be considered an absence. In the event of an unexcused absence, a student will incur loss of points for any in-class quizzes (where applicable; note that the lowest quiz grade is dropped, indicating one unexcused absence is allowable) as well as in-class participation for that day (note that there are 11 days with in-class participation and only 10 points contributing to the final grade, indicating one unexcused absence is allowable). Please see the above section (Policy Related to Make-up Exams or Other Work) for information regarding missed quizzes and exams. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID-19 pandemic, given that our professional habits can have a direct impact upon the health of persons entrusted to us.

Cell phone usage during the class should be kept to a minimum, and any excessive evidence of in-class cell phone use will result in a forfeiture of the in-class participation point for that week at the discretion of the instructor. 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. More details regarding expected behavior with respect to inclusivity should be reviewed below in the section titled, "*Inclusive Learning Environment*."

Communication Guidelines

The communication guidelines are a collaborative agreement between 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 two business days (48 hours).

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

Further, please see the university's Netiquette Guidelines: https://biostat.ufl.edu/current-students/e-learning-resources/e-learning-basics/etiquette-online/

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.

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

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

- **U Matter We Care** website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

- **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu