University of Florida
College of Public Health & Health Professions Syllabus
HSA 6114 Introduction to the US Health Care System
Summer C 2017 (3 Credits)
Delivery Format: Online
UF e-Learning in Canvas: http://elearning.ufl.edu/

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Preferred Course Communications: Canvas Inbox Email

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Preferred Course Communications:

PURPOSE AND OUTCOMES

Course Overview

This course provides an overview of the evolving structure of the US health care delivery system. You are expected to be actively engaged in the course throughout the semester. You must complete all assignments by the assigned date. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the online class sessions. Similarly, you are expected to actively participate in the collaborative assignments. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Course Objectives and/or Goals Competencies

Upon successful completion of the course, students will be able to:

1. Explain the basic structures and operations of U.S. health care system from its historical origins and resources, to its individual services, costs, and quality measures.
2. Analyze the impact of political decisions and reforms on the health care system from a consumer and provider point of view.
3. Identify challenges, features, and purposes associated with the 2010 Affordable Care Act.
4. Explain from a broad, as well as a specific, perspective how the U.S. health care system relates to different components of the system (public, private, consumers, providers,) and the emerging health care trends (aging population, electronic health records, quality measurements, and technology).
5. Develop a proposal for change, which demonstrates sensitivity to cultural, ethnic, and social characteristics based on your current understanding of the U.S. health care system.

Course Competencies

HSA 6114 serves as a foundational course to the MHA and MPH programs. The objectives of the course are designed to contribute towards mastery of key competencies for the MHA and MPA programs. Course assignments, activities, and assessments are linked to the learning competencies in the table below.

Module	Assignments Quizzes, Tests, Presentations, Projects, Discussions	MHA Competencies	MPH Competencies
1	Quiz 1	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Inform, educate, and empower people about health issues (Core-3)
	Paper: Compare Comparative International Examples of Health Care Systems	Same as above (HEC-0) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-3) Communicate with constituencies in oral and written forms (Core-10)
2	Quiz 2	Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services (HOP-3)	Diagnose and investigate health problems and health hazards in the community using an ecological framework (Core-2)
	Infographic: The Definition of Health	Same as above (HOP-3) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-2) Communicate with constituencies in oral and written forms (Core-10)
3	Quiz 3	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Inform, educate, and empower people about health issues (Core-3)
	Discussion: Insurance P3 Tutorial	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above(Core-3) Communicate with constituencies in oral and written forms (Core-10)
4	Quiz 4	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Link people to needed personal health services and assure the provision of health care when otherwise unavailable (Core-7)
	Discussion: ACA Infographic: The Changing Roles of Health Care	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2).	Same as above (Core-7) Communicate with constituencies in oral and written forms (Core-10)

		Apply effective and appropriate oral and written communication vehicles (LP-3).	
5	Quiz 5	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Inform, educate, and empower people about health issues (Core-3)
	Presentation: P3 Technological Innovations	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-3) Communicate with constituencies in oral and written forms (Core-10)
6	Quiz 6	Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations (BAT-2)	Inform, educate, and empower people about health issues (Core-3) Develop policies and plans that support individual and community health efforts (Core-5)
	Discussion: ACA and Health Care Financing	Same as above (BAT-2) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-5) Communicate with constituencies in oral and written forms (Core-10)
	Test I (1-5)	(HEC-0), (HOP-3), (BAT-2)	(Core-2), (Core-3), (Core-5), (Core-7)
7	Quiz 7	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Link people to needed personal health services and assure the provision of health care when otherwise unavailable (Core-7)
	Presentation:P3 Outpatient Services and Discussion	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-7) Communicate with constituencies in oral and written forms (Core-10)
8	Quiz 8	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0) Same as above (HEC-0)	Link people to needed personal health services and assure the provision of health care when otherwise unavailable (Core-8) Same as above (Core-8)

	Presentation: P3 Inpatient Services and Discussion Presentation/	Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Communicate with constituencies in oral and written forms (Core-10)
9	Quiz 9	Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations (BAT-2)	Inform, educate, and empower people about health issues (Core-3)
10	Quiz 10	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Evaluate effectiveness, accessibility, and quality of personal and population-based health services (Core-8)
	Discussion: State vs Local Health Departments	Same as above (HEC-0) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-8) Communicate with constituencies in oral and written forms (Core-10
	Test II (6-10)	(HEC-0), (BAT-2)	(Core-3), (Core-7), (Core-8), (Core-10)
11	Quiz 11	Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services (HOP-3)	Diagnose and investigate health problems and health hazards in the community using an ecological framework (Core-2)
	Presentation: P3 Special Populations	Same as above (HOP-3) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-2) Communicate with constituencies in oral and written forms (Core-10)
12	Quiz 12	Apply general and health economics concepts to the analyses of pricing, service demand, and risk (BAT-4)	Evaluate effectiveness, accessibility, and quality of personal and population-based health services (Core-8)
	Discussion: Small Area Variation	Same as above (BAT-4) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-8) Communicate with constituencies in oral and written forms (Core-10)
13	Quiz 13	Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public (HEC-2)	Develop policies and plans that support individual and community health efforts (Core-5) Use laws and regulations that protect health and ensure safety (Core-6)

	Infographic: Public Health Marketing Campaign	Same as above (HEC-2) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-5,6) Communicate with constituencies in oral and written forms (Core-10)
14	Quiz 14	Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public (HEC-2)	Develop policies and plans that support individual and community health efforts(Core-5) Use laws and regulations that protect health and ensure safety (Core-6)
15	Test III	Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services (HOP-3) Apply general and health economics concepts to the analyses of pricing, service demand, and risk (BAT-4) Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public (HEC-2)	Diagnose and investigate health problems and health hazards in the community using an ecological framework (Core-2) Develop policies and plans that support individual and community health efforts (Core-5) Use laws and regulations that protect health and ensure safety (Core-6) Evaluate effectiveness, accessibility, and quality of personal and population-based health services (Core-8)

DESCRIPTION OF COURSE CONTENT

Outline/Course Schedule

Week Ending	Modules/Content
May 15th	Module 1: Chapter 1 - An Overview of US Health Care Delivery
May 22nd	Module 2: Chapter 2 - Beliefs, Values, and Health
May 29th	Module 3: Chapter 3 - The Evolution of Health Services in the United States
June 5th	Module 4: Chapter 4 - Health Services Professionals
June 12th	Module 5: Chapter 5 - Medical Technology
June 19th	Module 6: Chapter 6 - Health Services Financing
June 26th	Summer Break
July 3rd w/ Module 8	Module 7: Chapter 7 - Outpatient and Primary Care Services
July 3rd w/ Module 7	Module 8: Chapter 8 - Inpatient Facilities and Services
July 10rd w/ Module 10	Module 9: Chapter 9 - Managed Care and Integrated Organizations
July 10th w/ Module 11	Module 10: Chapter 10 - Long-Term Care

July 17th	Module 11: Chapter 11 - Health Service for Special Populations
July 24th	Module 12: Chapter 12 - Cost, Access, and Quality
w/ Module 14 (July 31st)	Module 13: Chapter 13 - Health Policy
July 31st w/ Module 13	Module 14: Chapter 14 - The Future of Health Services Delivery
Aug 2nd	Test III

Caveat: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in Canvas Announcements, and the student is personally responsible for obtaining and reviewing the updated information.

Course Materials and Technology

Textbook
Shi L and Singh DA (2015). *Delivering Health Care in America: A Systems Approach,* 6th Edition. Jones and Bartlett Learning, Burlington, MA.

Other readings
Additional readings have been assigned. Please refer to the Canvas website.

Technology
Required Equipment: Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed at http://studentlife.online.mph.ufl.edu/e-learning/e-learning-in-canvas-technical-requirements/ for additional information. This course is delivered entirely online using the University of Florida's e-Learning in Canvas Course Management System at http://elearning.ufl.edu/.   To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

When to Post to the Support Discussions: http://studentlife.online.mph.ufl.edu/when-to/when-to-post-to-a-support-discussions/

When to Contact the UF Computing Help Desk: http://studentlife.online.mph.ufl.edu/when-to/when-to-contact-the-uf-computing-helpdesk/

For technical support for this class related specifically to Canvas, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

When to send e-Mail to the instructor: http://studentlife.online.mph.ufl.edu/when-to/when-to-send-e-mail-to-the-instructor/

ACADEMIC REQUIREMENTS AND GRADING

Presentations Guidelines
Create and give a presentation (PowerPoint, iMovie, Moviemaker, Adobe Spark, etc.) which addresses your assigned topics. You will be responsible for reviewing tutorial videos on the use of presentation software. The presentation assignments are student-centered, meaning you and your team members will be responsible for assembling and balancing the capabilities of your team, as well as hold team members accountable individually and collectively for the final product/outcome. The instructor is not unaware of challenges of team-based assignments and the learning curve to get acclimated to new software. Please be open-minded about learning new technology and working collaboratively in an online environment. The

instructor will leverage the capabilities of Canvas and provide instructional tutorials to enhance the experience.

Reference the material from the course and current supporting articles. Areas to consider:
- Current issues that healthcare leaders need to know.
- Best practices that can be emulated by other organizations.
- Relevant laws and regulations to be considered.
- Challenges and complexities of delivering healthcare in the U.S.

The presentation should be formatted as follows:
- Title slide (names, date and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations
- Current events, peer-review articles, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

The presentations should add depth to course with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience new knowledge about the potential populations that different organizations may serve in the rapidly evolving healthcare landscape. External links for specific information (e.g., APA instructions, Power of 3 instructions, video tutorials) and rubrics will be loaded in Canvas for each assignment

Papers:
The assignments are based on materials in the modules of the course. An outline of what is required in the papers is listed below. Consider the following questions when writing your reflective paper:
- What was your prior knowledge of the subject matter contained in the section of the course?
- After exploring the materials in this section, what is your current thinking on the subjects presented?
- How will this information affect your discipline?

Length: 800 words minimum; 1000 words maximum; 12 pt. font (Arial, Times New Roman); double Spaced and APA format.
Process: Paper will be submitted in Canvas in the Assignment and will be checked through Turnitin.
Instructions:
Answer the questions listed in the Canvas overview using your own experiences and specific examples from the videos and readings presented in this section. You do not need to provide summaries, but you should include details from the course materials that give evidence to:
- your thorough review of the materials
- your ability to analyze the materials and make inferences
- your ability to synthesize the course content

A rubric will be provided for the assignment in Canvas.

Projects- Infographics
Infographic assignments start with identifying an article(s) in PubMed or another healthcare related database that covers the assigned topic. Next read and review the *Infographic Seminar Handout*, paying particular attention to Infographic Design: Nine Strategies which you can apply to your infographic. Then use an infographic software program (e.g., PiktoChart, Vizualize.me, Venngage) to visual represent the information and data you find on your topic. External links for specific information (e.g., handout, software links) and rubrics will be loaded in Canvas for each assignment.

Tests
Tests are largely multiple choice and 1-3 short answer questions. The tested material includes the PowerPoints, lectures, discussions, team presentations, assigned readings in the textbook and supplemental readings. The tests focus on the information presented since the previous test and are not cumulative. However, many of the concepts learned in the beginning of class are built upon and repeated or applied in subsequent tests.

Quizzes

Each module has an associated quiz assigned in Canvas. These quizzes are meant to help students monitor their ongoing understanding and comprehension of the assigned course materials and as preparation for discussions and activities each week. The quizzes must be completed via the Canvas website per the provided instructions for time intervals and completion dates.

- Students will be given one attempt to complete each quiz.
- Students must complete the quizzes individually (no class notes, books, online resources, or other people).
- Students may not discuss any aspect of a quiz with classmates or others until after the quiz due date/time has passed.
- Please do not wait until the final hour to take the quiz. This helps to avoid any last minute technical issues. In case of a technical issues, please contact the UF Help Desk first. If the issue CANNOT be remedied by them, you need to report it to the TA by email before the quiz date expires. You MUST attach or forward the UF Help Desk ticket as well.

Discussion Boards

Discussion boards will have topics relevant to that module's readings, lectures or additional resources. Each topic will be one continuous thread. Student will need to provide a substantive response to the questions posed. Your post should reference concepts brought up in lectures, readings, visual materials, and other required course content. External links for specific information (e.g., substantive responses, academic tone) and rubrics will be loaded in Canvas for each assignment.

Grading

Requirements	Times and Dates	% of Final Grade
Presentations: Topic Videos, P3s, Papers	Times and dates posted in Canvas	50
Projects: Infographics, Short Papers	Times and dates posted in Canvas	20
Tests 1-3	Times and dates posted in Canvas	10
Quizzes	Times and dates posted in Canvas	10
Discussion Boards	Times and dates posted in Canvas	10

Point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00 not 95.00. Since 7 points is a generous spread for an A there will be no rounding up for other grade increments, for example a 92.99 is an A-.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	70-76.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

ProctorU Policy:
If an assessment requires ProctorU the following procedures will apply. Material covered will be developed from the text, videos and supplemental materials and usually delivered in a multiple choice, short answer, and essay question format. The assessment will be limited to 90 minutes, closed notes and closed book.

- Students are expected to take the examination on the scheduled date and time.
- If we decide to have the final exam proctored by ProctorU:
- ProctorU is a user-friendly system, but you must follow these guidelines to register and take your exams:
- Students must register for a time slot for their course exams with ProctorU, but no later than 3 days prior to an exam.
- You will register for your exams at www.proctoru.com. Their website will describe how you register and log on for your exam.
- Your exams will be taken in your canvas course, but only ProctorU will be able to open the exam for you.
- Exams will be available via ProctorU 8:00AM – midnight (Eastern time) from Monday through Sunday during the exam period only on the days the exams are scheduled in this course.
- Students will need to have a microphone and webcam in place during the test-taking period. An inexpensive webcam and mic will work fine.
- Students will NOT be allowed to take an exam without a webcam. (Note: a microphone and webcam are program requirements for our online programs, see computer requirements on our program website)
- Students will be asked to show 1 or 2 forms of ID with a picture and asked some questions as part of their public record for identification purposes.
- Exams may be taken at a student's home, but students must plan to take their exams in an environment where other people are not in the room with the student during the exam.
- No phones, no other computers/tablets, no TV. See the "How to Take an Exam with ProctorU" at http://studentlife.online.mph.ufl.edu/how-to/taking-exams-with-proctoru/ for more details.

Policy Related to Make-up Work
Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Late Submissions
Late submissions are not encouraged, but will be accepted for up to 7 days, but with the following policies and penalty schedule:

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time.

It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should email both the instructor and your teaching assistant, and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

Policy Related to Required Class Attendance

Regular online attendance is expected. Students should notify the instructor about upcoming absences as soon as they become aware of potential conflicts. Multiple absences may result in a reduction of a student's class participation grade. Excessive absences may result in further reductions to a student's final grade.

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:
http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academicregulations/academicregulations013.htm

Policy on Collaboration

Unless otherwise stated explicitly by written instructions, the preparation of all coursework should be done individually. If you are unsure about what level of collaboration is appropriate, ask the instructor before beginning any graded assignment.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Expectations

The expectation is any use of technology will be conducted in a professional and appropriate manner.

For further clarification about appropriate email, threads, chats and online collaborations please visit *Netiquette Guidelines: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf*

Academic Integrity

Students are expected to act in accordance with the University of Florida's 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 that cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Make-up Work

Students are responsible for obtaining notes, links, and summary of the lesson/class activities from there team members if a class is missed such as a video conference using the "BigBlueButton" function on Canvas. The syllabus and course schedule is subject to revision so remember to always check Canvas for updates if you a video conference.

Online Faculty Course Evaluation Process
Students are expected to provide feedback regarding the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results from these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. 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 make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

U Matter, We Care
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On-line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter, We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center: (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the

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