

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6937: Community-Based Participatory Research
Section Number: 2C56

Spring 2016

Delivery Format: Classroom
Course: <http://lss.at.ufl.edu>

Instructor Name: Jerne Shapiro, MPH
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Office Hours: By appointment

Preferred Course Communications: You have email on the course site under the "Inbox" tool. This is the preferred method of communication, and this is how I will contact you if necessary. I only check the course website once daily, if you have questions or need to contact me in a more timely fashion please contact me using my shapiroj@ufl.edu account.

Prerequisites: Admitted, in good standing, to the Masters of Public Health program at the University of Florida. No other pre-requisites apply.

PURPOSE AND OUTCOME

Course Overview:

The goal of this course is to provide participants with an overview of theories, principles, and strategies associated with Community-Based Participatory Research (CBPR) in public health. This introductory course on CBPR is intended for graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities in public health. We will explore topics such as the purpose and applications of CBPR; partnership formation and maintenance; issues of power, trust, race, class, and social justice; conflict resolution; ethical issues; and CBPR's relationship to cultural knowledge systems.

Active engagement in the course will provide participants with the knowledge and skills necessary to co-develop and participate in CBPR projects, as well as a critical awareness of the advantages and limitations of CBPR. The course will reflect an interdisciplinary perspective while using CBPR's philosophical commitment to co-teaching and co-learning.

This course is not a methodology course. CBPR is an *approach* to conducting research that is amenable to a variety of research designs and methodologies. This course focuses on the CBPR approach to research and will not cover topics such as survey design, quantitative methods, qualitative methods, focus groups, community needs assessment procedures, etc.

As a model of the participatory approach, the course content will be responsive to needs and expressed interests of students, within the broad categories of topics aligned within course objectives.

Course Objectives and/or Goals

At the end of this course, you should be able to:

1. Describe the conceptual and philosophical roots of community-based public health research.
2. Compare various approaches to community-based research.
3. Explain the process and challenges of forming, maintaining and sustaining partnerships with communities for CBPR.
4. Explore CBPR as a strategy to address social justice, policy or systems change issues
5. Assess the ethical challenges in co-conducting research with communities.
6. Explain the positions of CBPR proponents and critics.
7. Evaluate the importance of governance structures, cultural humility, and participatory evaluation in the design and implementation of CBPR as strategies to address power dynamics and ethical issues appropriately.
8. Conduct an analysis on a CBPR research project.

Instructional Methods

1. Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
2. Readings and Resources. In addition to the required text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
3. Assessments: A variety of assessments will be used in this course, including but not limited to discussions, assignments, journal club presentations, final projects, written critiques, community agency interview and exams.

What is expected of you?

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

Topical Outline/Course Schedule

Week/Date	Elements
Week 1 1/5	<p>Topics: (1) Introduction to the course (2) Review Syllabus (3) Definition of CBPR (4) Historical and Theoretical Foundations of CBPR (4) Determine class rules</p> <p>Lectures:</p> <ul style="list-style-type: none">➤ Introduction to class➤ Introduction to each other➤ Review syllabus➤ Mock community meeting- Create class rules: establish ground rules for the class through consensus building techniques➤ Definition of CBPR➤ Historical and Theoretical Foundations of CBPR <p><u>Assigned Readings:</u> (1) Skill Building- Group Decision Making: https://www.mtholyoke.edu/sites/default/files/studentprograms/docs/skillbuilding_groupdecisionmaking.pdf</p>

<p>Week 2 1/12</p>	<p>Topic: Principles of CBPR</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ Principles of CBPR ➤ Critique vs summary of a research paper <p>Assigned Readings:</p> <p>(1) Minkler, M., & Wallerstein, N. (2008). <i>Community-based participatory research for health: From process to outcomes</i> (2nd ed.). San Francisco, CA: Jossey-Bass. Chapter 3.</p> <p>(2) Guta, A., Flicker, S., & Roche, B. (2013). Governing through community allegiance: a qualitative examination of peer research in community-based participatory research. <i>Critical Public Health</i>, 23(4), 432-451. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3827674/</p> <p>(3) Wallerstein, N., & Duran, B. (2006). Using Community-Based Participatory Research to Address Health Disparities. <i>Health Promotion Practice</i>, 7(3), 312-323. http://hpp.sagepub.com/content/7/3/312.long</p> <p>Class activity:</p> <ul style="list-style-type: none"> ➤ Communal Potluck: Building community ➤ Follow up on class rules
<p>Week 3 1/19</p>	<p>Topics: (1) Ethics in CBPR; (2) Challenges and Opportunities with CBPR</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ Critique of paper from Jerne ➤ Ethics in CBPR ➤ Challenges and opportunities <p>Assigned Readings:</p> <p>Elena M. Bastida, Tung-Sung Tseng, Corliss McKeever and Leonard Jack, Jr Ethics and Community-Based Participatory Research: Perspectives From the Field Health. <i>Promot Pract</i> 2010 11: 16.</p> <p>DiStefano, A., Quituga, L., Hui, B., Barrera-Ng, A., Peters, R., Vunileva, I. et al. (2013). A community-based participatory research study of HIV and HPV vulnerabilities and prevention in two Pacific Islander communities: Ethical challenges and solutions. <i>J Empir Res Hum Res Ethics</i>, 8(1), 68-78. DOI: 10.1525/jer.2013.8.1.68. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3691962/</p> <p>Friedman Ross, L., Loup, A., Nelson, R., Botkin, J., Kost, R., Smith, G., et al. (2010). The challenges of collaboration for academic and community partners in a research partnership: Points to consider. <i>J Empir Res Hum Res Ethics</i>, 5(1), 19-31. doi:10.1525/jer.2010.5.1.19. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2946316/</p> <p>Read Guidance Statement for Performance of Community Based Research at http://www.ctsi.umn.edu/sites/default/files/Performance%20of%20Community-Based%20Research.pdf</p>

	<p>Assignment Due:</p> <ul style="list-style-type: none"> ➤ Sign up to critique 2 Journal Club articles <p>Activities:</p> <ul style="list-style-type: none"> ➤ Ethical Issues
<p>Section 2: Getting Started: The Role of the Community and the Researcher</p>	
<p>Week 4 1/26</p>	<p>Topics: (1) The Role of the Community in CBPR; (2) The Role of Scholars in CBPR</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ The Role of Community ➤ The Role of Scholars ➤ Journal Club (first day presentations begin) <p>Assigned Readings:</p> <p>Jumper-Reeves, L., Dustman, P., Harthun, M., Kulis, S., Brown, E. (2013). American Indian cultures: How CBPR illuminated intertribal cultural elements fundamental to an adaptation effort. <i>Prev Sci</i>, [Epub ahead of print 15 February 2013] PMID 23412946. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3726553/</p> <p>Uyeda, K., Bogart, LM., Hawes-Dawson, J., Schuster, MA. (2009). Development and implementation of a school-based obesity prevention intervention: Lessons learned from community-based participatory research. <i>Prog. Community Health Partnership</i>, 3(3), 249-255. doi:10.1353/cpr.0.0085. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2848487/</p> <p>Activities:</p> <ul style="list-style-type: none"> ➤ None
<p>Week 5 2/2</p>	<p>Topic: Working with Minority and Special Populations</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ Guest Lecturer on Culture Competency: Heidi Saliba, CMPE. Assistant Director, Communications & Training, UF Pediatric Integrated Care System (Ped-I-Care) ➤ Journal Club ➤ Watch: Ted Talk "Cultural Humility: People, Principles and Practices" 2012 http://www.youtube.com/watch?v=SaSHLbS1V4w ➤ Watch: The Danger of the Single Story: Chimamanda Ngozi Adichie http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html <p>Assigned Readings:</p> <p>Dulin, MF., Tapp, H., Smith, HA., Urquieta de Hernandez, B., & Furusest, OJ. (2011). A community based participatory approach to improving health in Hispanic population. <i>Implementation Science</i>, 6:38. http://www.implementationscience.com/content/6/1/38</p>

	<p>Shiramizu, B., Milne, C., Terada, K., Cassel, K., Matsuno, RK., Killeen, J. et al. (2012). A community-based approach to enhancing anal cancer screening in Hawaii's HIV-Infected ethnic minorities. <i>J AIDS Clin Res</i>, 3(6). doi:10.4172/2155- 6113.1000162. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3614361/</p> <p>Ritchie, SD., Wabano, MJ., Beardy, J., Curran, J., Orkin, A., Vanderburgh, D. et al. (2013). Community-based participatory research with Indigenous communities: The proximity paradox. <i>Health and Place</i>, 24, 183 189.</p> <p>Nicolaidis, C., Raymaker, D., McDonald, K., Dern, S., Ashkenazy, E., Boisclair, C. et al. (2011). Collaboration strategies in nontraditional community-based participatory research partnerships: Lessons from an academic-community partnership with autistic self- advocates. <i>Prog. Community Health Partnersh</i>, 5(2), 143-150. doi:10.1353/cpr.2011.0022. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3319698/</p>
<p>Week 6 2/9</p>	<p>Topic: Developing and Maintaining Community Partnerships</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ Community Partnerships ➤ Journal Club <p>Assigned Readings:</p> <p>Allen, ML., Svetaz, MV., Hurtado, GA., Linares, R., Garcia- Huidobro, D., & Hurtado, M. (2013). The developmental stages of a community-university partnership: The experience of Padres Informados/Jovenes Preparados. <i>Prog in Comm Health Partnersh</i>,7(3), 271-279. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4299454/</p> <p>Corbie-Smith, G., Adimora, A., Youmans, S., Muhammad, M., Blumenthal, C., & Ellison, A. et al. (2011). Project GRACE: A staged approach to development of a community-academic partnership to address HIV in rural African American communities. <i>Health Promot Pract</i>, 12(2), 293-302. doi:10.1177/1524839909348766. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3063323/</p> <p>Hoeft, TJ, Burke, W., Hopkins, SE., Charles, W., Trinidad, SB, & James, RD. et al. (2013). Building partnerships in community-based participatory research: Budgetary and other cost considerations. <i>Health Promot Pract</i>, Published online: http://hpp.sagepub.com/content/early/2013/04/30/1524839913485962. Doi:10.1177/1524839913485962.</p> <p>Activities:</p> <ul style="list-style-type: none"> ➤ Community Partnership Exercise
<p>Section 3: Community Assessment and Issue Selection</p>	
<p>Week 7 2/16</p>	<p>Topic: CBPR Community Assessment</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ Journal Club ➤ Community Assessment

	<p>Assigned Readings: Filippi, MK., Faseru, B., Baird, M., Ndikum-Moffor, Greiner, KA., & Daley, CM. (2012). A pilot study of health priorities of Somalis living in Kansas City: Laying the groundwork for CBPR. <i>J Immigrant Minority Health</i>, [published online 3 November 2012]. DOI10.1007/s10903-012-9732-1.</p> <p>Shahandeh, KH., Majdzadeh, R., Jamshidi, E. & Loori, N. (2012). Community capacity assessment in preventing substance abuse: A participatory approach. <i>Iranian J Publ Health</i>, 41(9), 48-55. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3494215/</p>
<p>Week 8 2/23</p>	<p>Topic: Field Trip to SWAG- SW Advocacy Group</p> <p>Meet at 2:30pm at SWAG</p> <p>Assigned Readings: Review the SWAG website to get a glimpse of the programs offered http://swadvocacygroup.org/</p> <p>Driving directions can be found at: http://swadvocacygroup.org/contact-us/</p>
<p>Section 4: Methodological Considerations in Conducting CBPR</p>	
<p>Week 9 3/1</p>	<p>No class – Spring Break</p>
<p>Week 10 3/8</p>	<p>Topic: CBPR Research Methods Guest Lecturer- Suzanne Dolwick, PhD, MPH</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ CBPR Research Methods ➤ Journal Club <p>Assigned Readings: Barnack-Tavlaris, JL., Garcini, L., Sanchez, O., Hernandez, I. & Navarro, AM. (2013). Focus group discussion in community-based participatory research to inform the development of a Human Papillomavirus (HPV) educational intervention for Latinas in San Diego. <i>J Canc Educ</i>, 28, 784-789. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3867936/</p> <p>Fabrizio, CS., Hirschmann, MR., Lam, TH., Cheung, T., Pang, I. & Chan, S. et al. (2012). Bringing scientific rigor to community-developed programs in Hong Kong. <i>BMC Public Health</i>, 12:1129. Available online: http://www.biomedcentral.com/1471-2458/12/1129.</p> <p>Rhodes, SD., Tanner, A., Duck, S., Aronson, RE., Alonzo, J., & Garcia, M. et al. Female sex work within the rural immigrant Latino community in the southeast United States: An exploratory qualitative community-based participatory research study. <i>Prog Community Health Partnersh</i>, 6(4), 417-427. doi:10.1353/cpr.2012.0054. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3593097/</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> ➤ Interview Paper Due

<p>Week 11 3/15</p>	<p>Topic: Analyzing and Interpreting Data with Communities</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ Analyzing and Interpreting Data with Communities ➤ Journal Club <p>Assigned Readings: Minkler, M., & Wallerstein, N. (2008). <i>Community-based participatory research for health: From process to outcomes</i> (2nd ed.). San Francisco, CA: Jossey-Bass. Chapter 16.</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> ➤ Students present their results of the CBPR interview (five students present)
<p>Week 12 3/22</p>	<p>NO CLASS</p> <p>Students can use this time to work on final projects</p>
<p>Section 5: CBPR, Public Policy, Social Justice and Sustainability</p>	
<p>Week 13 3/29</p>	<p>Topic: The Role of CBPR in Policy Advocacy and Social Justice</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ Role of CBPR in Policy Advocacy ➤ Social Justice ➤ Journal Club <p>Assigned Reading: Minkler, M., & Wallerstein, N. (2008). <i>Community-based participatory research for health: From process to outcomes</i> (2nd ed.). San Francisco, CA: Jossey-Bass. Chapter 17, 18 & 20.</p> <p>Israel, BA., Coombe, CM., Cheezum, RR., Schulz, AJ., McGranaghan, RJ. & Lichtenstein, R. et al. (2010). Community- based participatory research: A capacity- building approach for policy advocacy aimed at eliminating health disparities. <i>Am J Public Health, 100</i>(11), 2094-2102. doi:10.2105/AJPH.2009.170506. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2951933/</p> <p>Miller, PK., Waghiyi, V., Welfinger-Smith, G., Byrne, SC., Kava, J., & Gologergen, J. et al. (2013). Community-based participatory research projects and policy engagement to protect environmental health on St. Lawrence Island, Alaska. <i>Int J Circumplor Health, 72</i>:21656. http://dx.doi.org/10.3402/ijch.v72i0.21656.</p> <p>Russ, LW., Takahashi, LM., Ho, W., Tseng, W., & Ponce, NA. (2012). Bridging academic-legislative divides: Models of policy- relevant health research and practice by the University of California. <i>Progress in Community Health Partnerships, 6</i>(1), 95-102. doi:10.1353/cpr.2012.0009. http://muse.jhu.edu/journals/progress_in_community_health_partnerships_research_education_and_action/v006/6.1.russ.html</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> ➤ Students present their results of the CBPR interview (five students present)

<p>Week 14 4/5</p>	<p>Topic: Capacity Building and Sustainability</p> <p>Lectures:</p> <ul style="list-style-type: none"> ➤ Capacity Building and Sustainability ➤ Journal Club <p><u>Assigned Readings:</u></p> <p>Minkler, M., & Wallerstein, N. (2008). <i>Community-based participatory research for health: From process to outcomes</i> (2nd ed.). San Francisco, CA: Jossey-Bass. Chapter 10.</p> <p>Hacker, K., Tendulkar, SA., Rideout, C., Bhuiya, N., Trinh-Shevrin, C., & Savage, CP. et al. (2012). Community capacity building ad sustainability: Outcomes of community based participatory research. <i>Prog in Community Health Partnersh</i>, 6(3),349-360. doi:10.1353/cpr.2012.0048. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3557849/</p> <p>Minkler, M., Vasquez, VB., Warner, JR., Steussey, H., & Facente, S., (2006). Sowing the seeds for sustainable change: a community- based participatory research partnership for health promotion in Indiana, UAS and its aftermath. <i>Health Promotion International</i>, 21(4), 293-300. http://heapro.oxfordjournals.org/content/21/4/293.long</p> <p>Mason, M., Rucker, B., Reed, M., Morhardt, D., Healy, W. & Curry, G. et al. (2013). "I know what CBPR is, now what do I do?": Community perspectives on community capacity building. <i>Progress in Community Health Partnerships</i>, 7(3), 235-241. DOI:10.1353/cpr.2013.0039 http://muse.jhu.edu/journals/progress_in_community_health_partnerships_research_education_and_action/v007/7.3.mason01.html</p>
<p>Section 6: Dissemination and Application of CBPR Findings</p>	
<p>Week 14 4/5</p>	<p>Topic: Interpretation, Dissemination and Application of CBPR Results</p> <p>Lecture:</p> <ul style="list-style-type: none"> ➤ Interpretation, Dissemination and Application of CBPR Results <p><u>Assigned Reading:</u></p>
<p>Week 15 4/12</p>	<p>Project Due: Final Project Presentations- CBPR Case Study</p>
<p>Week 17 4/19</p>	<p>Final exam Accumulative- 2 hours</p>

Course Materials and Technology

1. Lectures – provide a general overview of each topic.

2. Required Text, readings, and materials

- A. Minkler, M., & Wallerstein, N. (2008). *Community-based participatory research for health: From process to outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass.
- B. Supplemental readings will also be assigned for lectures and are posted by topic under the course schedule.

3. Examination: Students are expected to take the examination on the scheduled date and time. There will be a two-hour final exam worth 15% of your final grade.

4. Journal Club Assignments:

Each student will facilitate two journal clubs (JC) throughout the semester. Students will select two articles from the list of required course readings. Students should submit their article selections to the instructor via the Discussion Board by January 19, 2016.

You will take the role of Facilitator. In this capacity, the student will lead the class in a review of the assigned article. Each critique will need to include: the goals of the article, its use of CBPR principles, its strengths and weaknesses, implications for CBPR and directions for future research. As part of this assignment, the Facilitator will prepare three thoughtful questions based on the article and will then use these questions to lead the journal club discussion.

Please read the information outlining what constitutes a scholarly critique, which extends beyond a summary of the article. Articles and more information regarding assignment expectations and grading criteria will be provided under the Assignment section. Critiques should be 10-12 mins long plus time for discussion and are due the day we discuss them in the course. Each JC is worth 10% of your grade.

5. Community Agency Interview Reflection Paper and Discussion

The purpose of this interview is to:

- Understand the role of community partners in CBPR
- Explore the perceptions of community agencies on CBPR
- Provide experience using qualitative methods to derive community opinions and perspectives

Students are expected to accomplish the following activities:

- Interview a representative from a community agency that utilizes CBPR to determine:
 - Their perspective on CBPR
 - Their definition of the role of community agencies/partners in CBPR
 - Their experience working collaboratively with academic partners
 - Their perspective on community-academic approaches to solving health issues
 - Their opinions on how policymakers can work more closely with the community and academic partners to solve health issues.

Interview papers are due March 8th, 2016. Be sure to plan your interview well in advance as it may be very challenging to coordinate your schedule with those of busy individuals.

Provide a reflection paper on the interview (2-3 double-spaced pages with a 12-point font). This will be worth 20% of your final grade. Your reflection paper should include:

- Summary of the interview, including an explanation of the community agency's mission and goals; brief description and background of the community representative being interviewed; and interview format and protocol.
- Discussion of the questions you asked and the responses provided
- Your personal feelings and reaction to the interview – both intellectual (do you think the interview exposed you to important policy issues and processes related to community health and CBPR?) and emotional (how did the interview make you feel?)

You will present your interview findings to the class on either 3/15 or 3/29. Please sign up for your

date. Your presentation should follow the same outline as your paper.

6. Final Project- CBPR Case Study

This assignment will consist of an oral presentation on a CBPR case study of the student's choice. The presentation should be ~15mins long plus time for discussion. The project will be worth 25% of your grade.

Assessment of the final presentation will be based on the following components:

- Background and discussion of community health concern
- Description of the Community-Academic Partnership and project goals
- CBPR approach and methods
- Review of processes and outcomes
- Dissemination and next steps
- Conclusion and assessment of strengths and weaknesses

7. Class Participation

Regular participation is required and represents a large portion (20%) of students' overall grades. Students are expected to be punctual, to be prepared for class, and to engage actively during class meetings. Students who are habitually late, miss, or leave class meetings prematurely will receive deductions in their class attendance grade. Students must demonstrate preparation for, attentiveness to, and engagement in classroom discourse. Participation in the class exercises including: communal potluck, group participation work and other class activities will all count towards your participation grade. Class attendance and engagement will be graded based on the rubric discussed in class and posted on Canvas.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Grading

Requirement	Due date	Percent of final grade (% must sum to 100%)
Participation		20%
Journal Club Presentations	See schedule for deadlines	20% (2 x 10%)
Community Agency Interview Reflection Paper	March 8	20%
Final Project	April 12	25%
Final Exam	April 19	15%

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

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

Please be aware that a C- is not an acceptable grade for graduate students. In addition, 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	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	1.67	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>

Policy Related to Make up Exams or Other Work:

Requirements: Students are responsible for all course material, including reading all required materials prior to each lecture. Students should also read your e-mail and announcements in the course several times a week. Students should also reference the calendar in the course to keep up with weekly deadlines.

Make Ups:

To Be Determined by the class.

Readings and Discussions: Students should read the assigned readings prior to viewing course lectures and be prepared to discuss the material.

To Be Determined by the class.

Policy Related to Required Class Attendance

Attendance Policy: Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor.

To Be Determined by the class.

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

To Be Determined by the class.

Communication Guidelines

Preferred Course Communications: You have email on the course site under the "Inbox" tool. This is the preferred method of communication, and this is how I will contact you if necessary. If you have questions please contact me using this email option. If you are having problems and need to contact me quickly, or

cannot use the course Inbox option, you may email me directly.

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.

Faculty Course Evaluation Process

Students are expected to provide feedback on 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 of 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 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.

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 me. 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.