

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC6002: Epidemiology of Infectious Disease (3 credit hours)**  
**Summer: 2018**

**Delivery Format: Online**  
**Course: [elearning.ufl.edu](http://elearning.ufl.edu)**

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**Instructor Name:** Jerne Shapiro, MPH  
Email Address: [shapiroj@ufl.edu](mailto:shapiroj@ufl.edu)  
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. You can adjust the settings to have all course mail forwarded to your regular UF email account so that you don't miss anything or forget to check. If you have questions, please contact me using this email option. If you are having problems and cannot use the course Inbox option, you may email me directly.

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## **PREREQUISITES**

PHC 6001 Principles of Epidemiology and PHC 6050 Statistical Methods for Health Science 1 (or its equivalent)

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This is an intermediate level course, which will introduce the student to the unique aspects of infectious disease and epidemiological methods used in their study, prevention and control. The student will gain knowledge through lectures, case studies, simulated outbreaks, readings, exercises, and an individual project.

### **Relation to Program Outcomes**

This course reinforces the following competencies:

1. Identify and understand the historical context of epidemiology, epidemiologic terminology, study designs and an introduction to the methodology
2. Identify key sources of epidemiologic data and data collection methodology
3. Demonstrate the ability to analyze and interpret epidemiologic data
4. Explain and communicate current epidemiologic and public health problems for informing scientific, ethical, economic and political discussions of health problems

### **Course Objectives and/or Goals**

1. Describe the historical impact of infectious disease on society.
2. Understand the modes of transmission and pathogenesis of infectious disease and the host, organism and environment relationship as they apply to infectious disease epidemiology.
3. Be familiar with the usual approaches to an outbreak investigation.
4. Know strategies for diagnosis, prevention, and control of infectious agents.
5. Understand the application of epidemiological methods to the study of infectious disease and their importance in the prevention of morbidity and mortality.
6. Become familiar with selected infectious diseases, with knowledge of the nature, agent, and route of contagion of each disease.

## **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, 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.

## DESCRIPTION OF COURSE CONTENT

### Getting Started

To start this course, you **MUST** open the “Modules” tool in the course and complete the Getting Started Module. In order to successfully complete this module, you **MUST** earn a 100% score on the Syllabus Quiz. The other course modules will **NOT** open until you have done this. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to insure that all students are aware of the curriculum requirements for this course. If you have **ANY** difficulty with this quiz, please send an email in the course to “All Teachers” as soon as possible using the “Inbox” tool.

The first assignment in this course is Discussion Board 1 – found in the “Modules” tool. This is a graded assignment to allow the instructor and students to get to know each other better. Please complete this as soon as possible, but no later than May 21st.

After successful completion of the syllabus quiz, the remaining modules will open. Please click on “Modules” tool and start with “Week 1”. Here you will find the course materials that will take you through to the last week of the course.

### Topical Outline/Course Schedule

Module/Week	Elements	Due/Closing Date
	<b>Syllabus Quiz</b> – See “Quizzes” tool in course site - take until you score a 100% before the course material will open - complete as soon as possible, but no later than May 21 <sup>th</sup>	No later than May 21 <sup>th</sup>
<b>Week 1</b> May 14-21	<b>Lectures</b>	
	1a. Introduction 1b. History of Infectious Diseases 1c. Outbreak Investigations	
	<b>Readings</b>	
	<ul style="list-style-type: none"> <li>• CDC: Steps in an Outbreak Investigation- Lesson 6 Section 2 <a href="http://www.cdc.gov/ophss/csels/dsepd/ss1978/lesson6/Section2.html">http://www.cdc.gov/ophss/csels/dsepd/ss1978/lesson6/Section2.html</a> should I make this into a lecture</li> <li>• Specimen Collection- from UNC</li> <li>• <a href="#">WHO Death Data (page 1-5)</a>: Review the info, but please don't memorize</li> <li>• <a href="#">A Large Outbreak of Salmonellosis Associated with Sandwiches Contaminated with Multiple Bacterial Pathogens Purchased via an Online Shopping Service by Sung-His Wei.</a></li> <li>• Control of Communicable Disease Manual (CCDM): <ul style="list-style-type: none"> <li><input type="checkbox"/> Smallpox</li> <li><input type="checkbox"/> Plague</li> <li><input type="checkbox"/> Syphilis</li> </ul> </li> </ul>	
	<b>Discussion Boards</b>	
	<ul style="list-style-type: none"> <li>• Discussion Board 1a: Introduction: Please introduce yourself to your fellow classmates. <b>(mandatory discussion board for all students)</b></li> </ul>	No later than May 21st

	<ul style="list-style-type: none"> <li>Discussion Board 1b: Discussions on History of Infectious Diseases and Outbreak Investigations- has anyone worked on an interesting outbreak? Please share your experience with us.</li> </ul>	
<b>Week 2</b> <b>May 22-28</b>	<b>Lectures</b>	
	2a. Immunology 2b. Vaccine Preventable Diseases	
	<b>Readings</b>	
	<a href="#">The Pink Book: Immunization Strategies for Healthcare Practices and Providers- Epidemiology and Prevention of Vaccine-Preventable Diseases</a>	
	<ul style="list-style-type: none"> <li>Laboratory Diagnosis and Immunology: An Overview</li> <li>CCDM: <ul style="list-style-type: none"> <li><input type="checkbox"/> Measles</li> <li><input type="checkbox"/> Pertussis</li> <li><input type="checkbox"/> Polio</li> </ul> </li> </ul>	
	<b>Discussion Boards</b>	
	<ul style="list-style-type: none"> <li>Discussion Board 2: Discussions on Vaccine Preventable Diseases and Immunology</li> </ul>	
	<b>Exercise 1</b>	
	<b>Solve the Outbreak</b> <a href="#">Centers for Disease Control- Solve the Outbreak Application:</a> Select any mission and solve the outbreak! You may choose any outbreaks that interest you. For this assignment, you will need to earn minimally <u>3000 points</u> (multiple outbreaks will need to be completed to earn this score). See more information on this assignment the Assignment tool in the course.	May 29th no later than 11:55PM EDST
<b>Week 3</b> <b>May 29-June 4</b>	<b>Lecture</b>	
	3. Diarrheal Diseases	
	<b>Readings</b>	
	<ul style="list-style-type: none"> <li><a href="#">Explore the CDC website on Travelers' Health</a> (this is a great website to use for overseas travel information). Pick a place you would like to visit and explore the health information listed.</li> <li><a href="#">Effects of Climate Change on Salmonella Infections by Luma Akil. Foodborne Pathogens and Disease.</a></li> <li>CCDM: <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Vibrio cholera</i></li> <li><input type="checkbox"/> <i>Salmonella</i></li> <li><input type="checkbox"/> <i>E. Coli</i></li> <li><input type="checkbox"/> <i>Rotavirus</i></li> <li><input type="checkbox"/> <i>Giardia lamblia</i></li> </ul> </li> </ul>	
	<b>Discussion Board</b>	
	Discussion Board 3: Discussions on Diarrhea Diseases	
<b>Week 4</b> <b>June 5-11</b>	<b>Lectures</b>	
	4a. Zoonotic Diseases 4b. Vector Borne and Parasitic Diseases	
	<b>Readings</b>	
	<ul style="list-style-type: none"> <li><a href="#">GUINEA WORM WRAP-UP #253 – March 9, 2018.</a></li> <li><a href="#">The Socio-Ecology of Zoonotic Infections</a></li> <li>CCDM: <ul style="list-style-type: none"> <li><input type="checkbox"/> Dracunculiasis</li> <li><input type="checkbox"/> Lyme Disease</li> <li><input type="checkbox"/> Malaria</li> <li><input type="checkbox"/> Rabies</li> </ul> </li> </ul>	
	<b>Discussion Boards</b>	
	Discussion Board 4: Discussions on Zoonotic Diseases and Vector Borne and Parasitic Diseases.	
	<b>Exercise 2</b>	
	While participating in bio-terrorism exercises and planning discussions, we as Epidemiologists would have to pretend that we were the ones trying to make people sick. When you think this way, you get to know the pathogen on a different level and it helps you identify the weaknesses in the Public Health response system.  I want you to do the same. Write a 1-page paper explaining how you would make people sick. Tell me the pathogen, the mode of transmission, why you choose this method and any other details you feel are relevant. Please only provide me <b>scientifically plausible scenarios</b> . Use your CCDM to find out all the details of the disease that may be helpful when planning your attack.	June 11th no later than 11:55PM EDST
<b>Week 5</b> <b>June 12-18</b>	<b>Lectures</b>	
	5a. Tuberculosis with Michael Lauzardo, MD, MPH 5b. Hospital Infection Prevention and Control with Chaz Rhone, MPH	

	<b>Readings</b>	
	<ul style="list-style-type: none"> <li><a href="#">Tuberculosis — United States, 2017. Weekly / March 23, 2018 / 67(11):317–323.</a></li> <li><a href="#">A Tuberculosis Outbreak Fueled by Cross-Border Travel and Illicit Substances: Nevada and Arizona, Kiren Mitruka, MD, MPH. Public Health Reports. 2014 Jan-Feb; 129(1): 78–85.</a></li> <li>CCDM: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuberculosis</li> </ul> </li> </ul>	
	<b>Discussion Boards</b>	
	Discussion Board 5: Discussions on Tuberculosis and Hospital Infection Control	
<b>Week 6</b> <b>June 19-25</b>	<b>Midterm Exam</b>	Available June 21-23
	Exam through ProctorU – <b>Covers Weeks 1 - 5</b>	
	<b>Discussions</b>	
	Discussion Board 6: No topical discussion, see the “Midterm Exam” discussion board for discussions about the exam	
<b>Week 7</b> <b>June 26-July 2</b>	<b>Summer Break!</b>	
<b>Week 8</b> <b>July 3-July 9</b>	<b>Lectures</b>	
	8a. Surveillance by Taj Azarian, PhD, MPH	
	<b>Readings</b>	
	Principles of Epidemiology in Public Health Practice. Read Lesson 5: Surveillance only.	
	<b>Discussion Board</b>	
	Discussion Board 8: Discussions on Surveillance	
	<b>Exercise 3</b>	
	<b>Surveillance Project using FLHealthCHARTS</b> See more information on this assignment in the Assignment tool in the course website. This project requires interviewing a DOH employee, please give yourself 4-5 days to complete the assignment.	July 9 <sup>th</sup> no later than 11:55PM EDST
<b>Week 9</b> <b>July 10-16</b>	<b>Lectures</b>	
	9a. Influenza	
	<b>Readings</b>	
	<ul style="list-style-type: none"> <li><a href="#">Manual for Surveillance of Vaccine Preventable Disease</a></li> </ul>	
	<b>Discussion Board</b>	
	Discussion Board 9: Discussions on Influenza	
<b>Week 10</b> <b>July 17-23</b>	<b>Lectures</b>	
	10a. Emerging Infectious Diseases with Glenn Morris, MD, MPH, TM	
	11a. Molecular Epidemiology with Matthew David Schimenti, PMH, M(ASCP)	
	<b>Readings</b>	
	<ul style="list-style-type: none"> <li><a href="#">Population biology of emerging and re-emerging pathogens. Trends in Microbiology Vol. 10 No. 10 (Suppl.), 2002</a></li> <li><a href="#">The Spread of Zika by Frontline</a></li> </ul>	
	<b>Discussion Board</b>	
	Discussion Board 10: Discussions on Emerging Infectious Diseases	
	Discussion Board 11: Molecular Epidemiology: Conversations on molecular epidemiology and its uses	
	<b>Exercise 4</b>	
	A Multistate Outbreak of Cyclosporiasis. See more information on this assignment under the Assignment tool.	July 23rd no later than 11:55PM EDST
<b>Week 11</b> <b>July 23-29</b>	<b>Lectures</b>	
	11a. Sexually Transmitted Infections (STIs)	
	11b. HIV/AIDS	
	<b>Readings</b>	
	<ul style="list-style-type: none"> <li><a href="#">How it Began by Frontline</a>: If you have the time and are interested, the video series on HIV by Frontline is very interesting. Located to the left on side of the webpage.</li> <li><a href="#">Human Papillomavirus Vaccination Coverage Among Adolescent Girls, 2007–2012, and Post licensure Vaccine Safety Monitoring, 2006–2013 — United States. MMWR.</a></li> <li><a href="#">Oncology Dietitian Exposes Fraud in CDC’s HPV Vaccine Effectiveness Study.</a> This internet link shows an opposing view on the HPV vaccine. I am including this article, so you</li> </ul>	

	can have an understanding of what parents can find during a Google search for “HPV vaccine effectiveness”.	
	<b>Discussion Board</b>	
	Discussion Board 12: Discussions on STIs and HIV/AIDS	
<b>Week 12</b> <b>July 31-August 5</b>	<b>Final Project Due</b>	
	Submit your final via YouTube. For more detailed information please look under the Assignment Folder.	Aug 1 <sup>st</sup> no later than 11:55pm EDST
<b>Week 13</b> <b>August 6-10</b>	<b>Final Exam</b>	
	Exam through ProctorU – <b>Covers all class material. Weeks 1 - 13</b>	Available Aug 6 <sup>th</sup> -8 <sup>th</sup>
	<b>Discussion Board - Final Exam discussion board</b>	

### Course Materials and Technology

Lectures - provide a general overview of each topic.

### Required Text, readings, and materials

- A. Heymann, David, MD. Control of Communicable Diseases Manual, 20th Edition. Washington DC: American Public Health Association, 2014. It is also available with a mobile and web application. Refer to the [APHA website](#) for more information on the web application.
- B. Supplemental readings will also be assigned for lectures and are posted by topic under the course schedule.
- C. Required material: Students enrolled in this course must have a working webcam and microphone for taking exams (see exams section of syllabus).

### Additional Resources (You should sign up for the following by (Monday, May 21st))

- A. [Infectious Disease Pro-med list serve](#). Complete the requested information and click on the subscribe link. (HINT: sign up only for the “Pro Med Digest A consolation of Posts” only)
- B. [Morbidity and Mortality Weekly Report](#)
- C. (Optional) Emerging Infectious Diseases. Subscribe to the [Emerging Infectious Diseases e-mail list](#). Click on the subscribe button and choose the electronic version of the publication. You will also be asked if you would like to receive other information from the CDC, choose what feels appropriate to your interests.
- D. (Optional) Desowitz, Robert. New Guinea Tapeworms and Jewish Grandmothers: Tales of Parasites and People. New York: W.W. Norton & Co., 1987.
- E. (Optional) Contagion. Directed by Steven Soderberg. Warner Brothers, 2011.

**Examinations:** Students are expected to take the examinations on the scheduled date and time. There will be a two-hour midterm and a two-hour final exam. Exams will be administered in Canvas with a proctoring service (See below).

This course will be utilizing the services of ProctorU as proctoring service for the exams in this course. This service 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 starting the second week of the semester, but no later than 3 days prior to an exam. You will register for your exams at [www.proctoru.com](http://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 Saturday 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 ask 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 "Taking Exams" document posted in the tool column in your course site for more information on taking exams in this course.

**Discussion Boards:** There is a mandatory discussion board due the first week of class; this is for you to introduce yourself to the class. The rest of the discussion boards are designed for discussion on specific topics. Each lecture will have a dedicated discussion board to discuss the material and assignments for that lecture. These are optional discussion boards; it is your choice to post to these. If you do choose to post it must be something that is appropriate to the topic. There is also a general discussion board section, an exercise and project discussion board section, timely topic discussion boards, and boards to discuss the exams. These discussion boards are not for grades but to assist you in the course.

**Class exercises:** There will be a total of four class exercises due.

Each exercise is worth 5% of your course grade (total 20%). See more information, and due dates, on these assignments via the Assignment tool in the left-hand menu of the course site.

**Final Project:** Please read the detailed description for the project posted on the course website in the "Assignments" tool on the left-hand menu. This is an individual assignment and your final project is due 8/1. Each student will be required to watch and post comments on two fellow students' presentations. This is a graded and mandatory discussion board.

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## Technology

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

Please refer to the Online Student Resources on [When to Post to the Support Discussions](#) and [When to Contact the UF Computing Help Desk](#).

For all other technical support for this class, please contact the UF Computing Help Desk at:  
 Phone Number: (352) 392-HELP (4357) Option 2  
 Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)  
 Webpage with Chat: [UF Computing Help Desk](#)

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## ACADEMIC REQUIREMENTS AND GRADING

### Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
<b>Class Discussion</b>	May 21	5%
<b>Midterm Exam</b>	June 21-23	25%
<b>Exercises</b>	See schedule for deadlines	20%
<b>Final Project</b>	August 1st	25%
<b>Final Exam</b>	August 6-8	25%

**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. 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. In addition, the Bachelor of Health Science Program does not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

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 [Grading and Grade Policies](#) posted by the Registrar's Office.

### 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. The course is conducted in eLearning and all assignments, course lectures, discussions, emails, and exams will be delivered in this medium. Students are **required** to print a copy of the syllabus from the syllabus tool in the course. You must take a syllabus quiz and score a 100%. See the "Getting Started" section above. Students should also read your e-mail and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.), please check this mail at <http://webmail.ufl.edu> regularly also. Students should also reference the calendar in the course to keep up with weekly deadlines.

**Make Ups:** If you are unable to meet a deadline in this course for a reason approved above and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and **MUST** be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

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

### Policy Related to Technical Issues

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will

document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

**Attendance Policy:** Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e. extracurricular activities, official University activities, and religious holidays), **prior notification** of absence is required if the student plans to be given an extension on assignments. Even though this is an online course, students are expected to log on regularly and participate in the course.

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar's Office.

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

#### **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. You can adjust the settings to have all course mail forwarded to your regular email account so that you don't miss anything or forget to check. If you have questions, please contact me using this email option. If you are having problems and 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 Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**



Students are expected to provide feedback on the quality of instruction in this course by completing online [Faculty Course Evaluations](#). 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.

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## 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 Disability Resource Center](#) (DRC) within the first week of class. The DRC 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. Online and in person assistance is available.

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 [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

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.

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## INCLUSIVE LEARNING ENVIRONMENT *(Optional)*

Public health and health professions are based on 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.