

University of Florida
College of Public Health & Health Professions Syllabus
PHC 7427 Ethics in Population Science (2 credit hours)
Summer A: 2021
Delivery Format: On-Campus C1-15 Communicore or On-Line
Course Website or E-Learning TBD

Instructor Name: Catherine Striley, PhD, MS, MPE
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Email Address: cstriley@ufl.edu
Office Hours: Each Friday at noon; via zoom and office or by scheduling a time
Preferred Course Communications (e.g. email, office phone): Email

Prerequisites

Advanced graduate student (doctoral level), PhD candidacy, or permission of the instructor.

PURPOSE AND OUTCOME**Course Overview**

This course in ethics for those enrolled in doctoral programs in epidemiology, health-related programs, or research-intensive graduate programs, providing students with exposure to the DHHS- and NIH-mandated curriculum in the Responsible Conduct of Research.

Relation to Program Outcomes

This is the required ethics course and course in responsible research conduct for PhD students. It specifically addresses the PhD competency of:

Recognize potential ethical issues and implement the concepts of ethical conduct of research in epidemiology studies.

It also helps to meet the competency of:

Become an independent researcher in the field of epidemiology.

Course Objectives and/or Goals

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

1. Apply the federal definition of research misconduct and UF responsible conduct policies to cases of questionable conduct.
2. Explain the procedure for reporting misconduct and investigating misconduct as well as possible sanctions for misconduct.
3. Exhibit highly developed ethical reasoning skills in an analysis of a case of questionable research conduct by providing alternative behaviors by specific actors that could and should have stopped or mitigated the ethical breach.
4. Compare and contrast responsible and questionable research conduct in relation to study design, implementation, dissemination of findings and peer review of grants and manuscripts.
5. Synthesize commonalities in questionable conduct in research.
6. Lead an interprofessional team in the application of ethical standards to research conduct.
7. Prepare a research proposal to answer a specified research question pertaining to responsible research conduct.

Instructional Methods

This course will consist of both in-person, synchronous on-line and asynchronous offerings depending on section. Students are expected to engage with the course material regardless of timing of participation.

In-Class Sessions: Sessions will include a combination of lecture, ethical case critical analyses and discussion of ethical principles. Students are responsible for all the material presented in the course and assigned readings. Students are responsible for presenting ethical cases and their analysis using a presented framework.

Readings and Resources: Required and supplementary readings and resources will be posted through Canvas. The reading list may be supplemented during the course.

Assessments: Assessments will include participation, leadership of an interdisciplinary team in an ethical case analysis, presentation of an ethical case and analysis and research design for an ethical study.

What is expected of you: You are expected to participate in class sessions and complete all readings, participate in discussions and assignments. You are expected to actively engage in the course throughout the semester. Your participation fosters a rich experience for you and your peers that facilitates overall mastery of the course objectives. You are also expected to develop expertise to lead other students in ethical analysis.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topics	Objectives	Activities	Readings Due	Other Assignments Due
1	<p>Ethical frameworks</p> <p>Regulations and professional standards of practice and research</p>	<p>+ Describe at least 3 of the principles in the ethical framework of your profession and, in a post, describe 1 that may not overlap with another professions/area.</p> <p>+ Identify common ethical challenges that arise in international research collaboration(s) in one's field in a group activity.</p> <p>+ Evaluate the Willowbrook Case in terms of the SFNO framework, with at least 2 stakeholders, 2 norms, and 1 option verbally or in a post (if asynchronous)</p>	<p>Cases: Willowbrook; Diversity</p> <p>Posting</p> <p>Group work in class (and later for asynchronous): Covid-19 and Ebola, Ethics in a global emergency</p> <p>Class/Discussion Post evaluating Willowbrook case using SFNO</p>	<p>Required Text (Fostering Integrity) Chapters 1 and 2 SFNO Framework. James Dubois. Handout given in class. http://www.acepidemiology.org/policystmts/EthicsGuide.pdf</p> <p>Last J. Chapter 3: Professional Standards of Conduct for Epidemiologists. In: Coughlin SS, Beauchamp TL. Ethics and Epidemiology. New York: Oxford University Press, 1996.</p> <p>Salerno J, Hlaing WW, Weiser T Striley C, Schwartz L, Angulo FJ, Neslund VS. Emergency response in a global health crisis: epidemiology, ethics, and Ebola application. <i>Annals of Epidemiology</i>. 2016; 26:234-237.</p> <p>Tansey CM, Herridge MS, Heslegrave RJ. A framework for research ethics review during public emergencies. <i>Canadian Medical Association</i>. 2010;182(14):1533- 1537.</p> <p>Menikoff J, Kaneshiro J, Pritchard I. The Common Rule, updated. <i>NEJM</i>.2017;376(3): 613-615. DOI: 10.1056/NEJMp1700736</p> <p>The new Common Rule: https://www.gpo.gov/fdsys/pkg/FR-2017-01-19/html/2017-01058.htm</p>	<p>Assignment 1 (due each week)</p>

Week	Topics	Objectives	Activities	Readings Due	Other Assignments Due
2	<p>Research misconduct vs. research with integrity</p> <p>Human Subjects Research (Consent, Recruiting, Enrolling)</p>	<p>+ Without notes, describe 3 types of misconduct in 5 minutes.</p> <p>+ Within an ethical case, define at least 5 kinds of questionable conduct through group work.</p> <p>+ Identify at least 3 common ethical challenges relating to enrolling participants in national settings, and at least 2 in international settings in one's field through a discussion.</p>	<p>Case: Kormak</p> <p>Student case presentations</p> <p>Discussion of recruiting in national setting</p> <p>Group work on challenges in recruiting in international setting</p>	<p>Required Text (Fostering Integrity) Chapter 7</p> <p>Kornfeld DS, Titus SL. Ethics: More research won't crack misconduct. <i>Nature</i>. 2017;548(7665):31. https://pubmed.ncbi.nlm.nih.gov/28770833/</p> <p>Ethics in Clinical Research http://clinicalcenter.nih.gov/recruit/ethics.html</p> <p>Required Text (Steneck, 2007) Chapter 1, 2, and 3</p> <p>Striley CLW, Callahan C, Cottler LB. Enrolling, retaining, benefiting participants in intervention research. <i>Journal of Empirical Human Research Ethics</i>. 2008; 3(3):19- 25.</p>	<p>Assignment 1 (due each week)</p>
3	<p>Artificial Intelligence</p> <p>Data management</p> <p>Conflict of interest</p> <p>Privacy</p>	<p>+ Identify at least 3 current ethical quandaries in AI and provide a suggestion for how each can be managed in a discussion.</p> <p>+ Explain how national/cultural context may affect researchers' views of intellectual property and data ownership by through group work.</p>	<p>Case: Joseph Biederman</p> <p>Student case presentations</p> <p>Group work in class (& in discussion) on AI ethical challenges (from <i>Administrative Evil</i>)</p>	<p>Prosperi M, Min JS, Bian J et al. Big data hurdles in precision medicine and precision public health. <i>BMC Med Inform Decis Mak</i>. 2018; 18:139. https://doi.org/10.1186/s12911-018-0719-2</p> <p>REFERENCE: (1) Boddington P. Towards a code of ethics for artificial intelligence. Springer, 2017. ISBN 978-3-319-86905-6; (2) Müller VC. Ethics of Artificial Intelligence and Robotics, In <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2020 Edition), Edward N. Zalta, ed. https://plato.stanford.edu/archives/win2020/entries/ethics-ai/</p> <p>Required Text (Steneck, 2007) Chapter 5 & 6</p> <p>Striley CW. A review of current ethical concerns and challenges in substance use disorder research. <i>Current Opinion in Psychiatry</i>.2011; 24(3):186-190.</p> <p>Science January 2015 Vol. 347, Issue 6221 (Selected in pkg)</p>	<p>Assignment 1 (due each week)</p> <p>(If scheduled) Assignment 2 and/or 3</p>

Week	Topics	Objectives	Activities	Readings Due	Other Assignments Due
4	Collaboration Mentoring and Being and Mentee Trust and Ethics: Lasting Damage	+ Identify methods to clarify expectations among different stakeholders through at least 1 case discussion post. + Compare and contrast different expectations of mentors and mentees for different training stages through group discussion. + Recommend 3 activities to build trust between participants and researchers through consideration of lasting damage of PHS STD experiments and share with class.	Cases: Guatemala, Anil Potti Student case presentations	<p>Paul C, Brookes B. The Rationalization of Unethical Research: Revisionist Accounts of the Tuskegee Syphilis Study and the New Zealand "Unfortunate Experiment". <i>Am J Public Health.</i> 2015 Oct;105(10):e12-9.doi: 10.2105/AJPH.2015.302720. Epub 2015 Aug 13.</p> <p>Stein R. "U.S. apologizes for newly revealed syphilis experiments done in Guatemala". <i>Washington Post.</i> October 1, 2010. https://www.washingtonpost.com/wp-dyn/content/article/2010/10/01/AR2010100104457.html</p> <p>Spector-Bagdady K, Lombardo PA. U.S. Public Health Service STD Experiments in Guatemala (1946-1948) and their aftermath. <i>Ethics & Human Research.</i> 2019; 41(2):29-34. DOI: 10.1002/eahr.500010 Required Text (Fostering Integrity) Appendix D. Required Text (Steneck, 2007) Chapter 8</p> <p>Striley CW. A Stage Model to Help Promote Mentoring for Responsible Research Conduct. 2014. Office of Research Integrity Newsletter. June.</p> <p>REFERENCE: Cottler LB, Flynn P, et al. Mentoring: A Guide for Drug Abuse Researchers. Tips for Mentors and Mentees. NIDA Publication 09-5770. 2019. Order from: http://drugabuse.gov/mentoringguide/</p>	Assignment 1 (due each week) (If scheduled) Assignment 2 and/or 3

Week	Topics	Objectives	Activities	Readings Due	Other Assignments Due
5	<p>Authorship and Plagiarism</p> <p>Peer review and Predatory publishers</p> <p>Animal Research</p>	<p>+ Through considering of cases, define and describe plagiarism from the federal perspective, honor code, and at least one other perspective reflecting a different culture and include this in a post.</p> <p>+ Identify at least 5 characteristics of predatory publishing practices, at least 2 of which should be easy to find in emails.</p>	<p>Case: The Lab</p> <p>Student case presentations</p>	<p>Required Text (Steneck, 2007) Chapter 4 & 9</p> <p>Reich ES. Self-plagiarism case prompts calls for agencies to tighten rules. <i>Nature</i>. 2010; 468: 745</p> <p>Kornfeld DS, Titus SL. Ethics: More research won't crack misconduct. <i>Nature</i>. 2017 Aug 2;548(7665):31. doi: 10.1038/548031a. PMID: 28770833</p> <p>Mervis J. After the fall. <i>Science</i>, 2016; 354:408-412.</p> <p>Pulla P. In India, elite institutes in shady journals. <i>Science</i>. 2016; 354:1511-1512.</p>	<p>Assignment 1 (due each week)</p> <p>(If scheduled) Assignment 2 and/or 3</p>
6	<p>Whistleblowing</p> <p>Rigor and Reproducibility</p> <p>Restitution</p> <p>Catch up needed topics from above</p>	<p>+ Describe appropriate reporting channels for misconduct in UF and under ORI guidance.</p> <p>+ Through case discussions, describe lasting effects from whistleblowing cases on the career of the whistleblower.</p> <p>+ Give examples of practices to help ensure the rigor and reproducibility of research as shown in Training Module discussions.</p>	<p>NIGMS Clearinghouse for Training Modules to Enhance Data Reproducibility: Modules 1 – 4. In class and on-line discussion.</p>	<p>Bouter LM, Hendrix S. Both Whistleblowers and the Scientists They Accuse Are Vulnerable and Deserve Protection. <i>Account Res</i>. 2017;24(6):359-366. doi: 10.1080/08989621.2017.1327814. Epub 2017 May 8. PMID: 28481674</p> <p>Kalichman M. Whistleblowing. <i>Resources for Research Ethics Education</i>. 2001. Available at: https://nationalethicscenter.org/resources/7418</p> <p>Mervis J. After the fall. <i>Science</i>, 2016; 354:408-412.</p> <p>Required Text (Steneck, 2007) Chapter 10</p>	<p>Assignment 1 (due each week)</p> <p>Assignment 4</p>

Course Materials and Technology

Required (both freely available):

Steneck, N. (2007). **ORI Introduction to the Responsible Conduct of Research**. Washington, DC: Office of Government Printing Office. Free download from multiple web sites, including:

<http://ori.hhs.gov/documents/rcrintro.pdf>

National Academies of Sciences, Engineering, and Medicine. 2017. **Fostering Integrity in Research**. Washington, DC: The National Academies Press. doi:<https://doi.org/10.17226/21896>. Free download from

<https://www.nap.edu/catalog/21896/fostering-integrity-in-research>

All additional readings will be available for download on CANVAS or through a provided internet link.

Additional Resources

To help find possible cases:

The Scientist, for instance <https://www.the-scientist.com/news-opinion/nature-science-retractions-connected-to-research-misconduct-65735>

Retraction Watch, <https://retractionwatch.com/>

The Office for Research Integrity, https://ori.hhs.gov/content/case_summary

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

- learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/>

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Grading

Assignment #/ Points (%)	Requirement	Date Due	Criteria for Grading
1/15 pts (15%)	Shared Application of Learning. Application of readings, lectures and case presentations to ethical discussions through posting to the class listserv. Both should reflect writings from Assignment 2.	Weekly	This discussion board will require the student to create one posting and at least two replies each week. Three weeks of random postings will be graded using a rubric that will be provided in class on the basis of responsiveness to discussion assignment prompt, application of assigned readings, and responsiveness to fellow students' postings. (See Rubric, below)
2/30 pts (30%)	Case Presentation. Students should choose a case from their own field and subject of interest for presentation to the class. The case presentation should cover: a timeline of alleged events; all facts known; stakeholders; germane norms,	Varies	Student analysis of recent ethics or research misconduct case. MUST HAVE PROFESSOR PERMISSION ON THE CHOSEN CASE. Each element must be presented for a pass; quality of presentation also important. Rubric provided in class.

Assignment #/ Points (%)	Requirement	Date Due	Criteria for Grading
	values, regulations and ethical standards; considered and possible solutions		
3/15 pts (15%)	Leadership of on-line or in-person discussion of at least 2 other student presentations. Student should lead an in-person or on-line discussion of a presentation, offering comments to (1) provoke deeper thinking, (2) synthesize information from other presented cases or (3) creatively imagine different choices that might have led to better outcomes for stakeholders. Comments should be offered until at least 2/3 of enrolled students have replied. A summary comment should also be offered.	Varies; assigned to discussion	Leadership through prompts and comments and guiding discussion helps other students to apply more creative thinking to the case, not just respond with known facts or right/wrong judgements. Points follow required elements: (1), (2) and (3) each 4 points; 4 pts for continuing to comment until 2/3 students have replied; 4 pts for quality of summary comment summarizing discussion. Quality is measured by fully meeting the criteria, managing the flow of conversation by timely prompts and comments, and spurring posts that show the student(s) reengaged in thinking about the case and had new or deeper interpretations.
4/40 pts (40%)	Brief research proposal. Students should outline a research question related to the responsible conduct of research, and map out a basic approach to answer the question to include question, hypothesis, sample, measures, intervention (if relevant), and planned analysis.	Week 6	Rubric provided in class; Required elements include question, hypothesis, sample, measures, intervention (if relevant), and planned analysis. 5 page maximum.

Posting Rubric	Excellent	Good	Fair	Poor	Total
Responsiveness to discussion assignment prompt 50 points	All components of discussion prompt addressed in initial posting 50 – 46 points	Up to 90% of the prompt components addressed in one or more postings 45 – 40 points	Up to 75% of the prompt components addressed in one or more postings 39-35 points	50% or less of the prompt addressed in one or more postings 34 points to 0 points	/50
Application of assigned reading(s) 25 points	Very clear that readings were understood by incorporation into postings 25 – 24 points	Readings were understood and incorporated 23 – 21 points	Somewhat clear that readings were understood by incorporation into postings 20 – 18 points	Unclear that readings were understood by incorporation into postings 17 or less points	/25
Responsiveness to fellow	Responsiveness to group	At least one point from	One or more points from	No evidence that any other	/25

students' posting 25 points	discussion and at least two additional replies with multiple points from multiple participants clearly built upon/refuted in postings 25 – 24 points	multiple participants clearly built upon/refuted in postings 23 – 21 points	one or more participants only vaguely built upon/refuted in postings 20 – 18 points	postings have been read/Unwitting repetition of questions or points made by others 17 or less points	
Total points 5					/100

This course is graded Satisfactory/Unsatisfactory. S/U grades do not affect GPA points. Passing grade requires 80/100 points.

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#grades>

Policy Related to Make up Exams or Other Work

Please contact me as quickly as possible in you are late handing in an assignment or need to make up work. Late work may result in loss of up to 5% of the points given, if delay is not due to a reason consistent with the university policy, below. Students with personal health or family health emergencies will be given an appropriate extension of deadline with no loss of points.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

As a classroom of scholars and a learning community, the instructor will treat students with respect and expects respect in return. The classroom climate will be supportive, encouraging and open. To this end, no one should be taking calls or texts or using their laptops for other purposes than taking notes while the class is in session, except in the case of emergency. Electronic items must be turned off if they appear to detract from classroom discussion and attention. Please listen attentively; participation is required. When opinions differ, please listen first, and then prepare to comment. If you feel you have been treated disrespectfully by any member of the scholastic community involved in this course, please bring this to the instructor's attention privately for remediation.

Communication Guidelines

Communications on-line or in-person must reflect integrity and respect.

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://sccr.dso.ufl.edu/process/student-conduct-code/>

<http://www.graduateschool.ufl.edu/graduate-life/student-life/>

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

Online Faculty Course Evaluation Process

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

On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES**Accommodations for Students with Disabilities**

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

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <https://counseling.ufl.edu/>. On line and in person assistance is available.
- You Matter We Care website: <https://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

<https://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:

<https://multicultural.ufl.edu/>