

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6937 Maternal and Child Health Epidemiology (3 credit hours)

Fall: 2024

Delivery Format: On Campus
(Room HPNP G 105)
Course Website or E-Learning:

Instructor Name: Deepthi S. Varma, PhD, MSW
Room Number: CTRB 4238
Phone Number: 352-294-5941
Email Address: dvarma@ufl.edu
Office Hours: By appointment (in-person or via Zoom)
Teaching Assistants: None
Preferred Course Communications (e.g. email, office phone): Email

Prerequisites

PHC 6001 Principles of Epidemiology in Public Health and PHC 6000 Epidemiology Methods I (or equivalent research methods coursework). Students with no prior instruction in epidemiology but with methodological coursework from another related discipline may be admitted with permission from the instructor.

PURPOSE AND OUTCOME

Course Overview

This is a 3-credit course offered on campus to graduate students on the epidemiology of maternal and child health. This course is designed to provide a graduate-level understanding of how epidemiological principles can be applied to maternal and child mortality and morbidity.

Relation to Program Outcomes

This course addresses the student learning outcomes in the PhD program, specifically to:

1. Display ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication, and build academic skills through class exercises and applications.
2. Illustrate a thorough understanding of epidemiology concepts (maternal and child health epidemiology) through all assignments.
3. Design epidemiologic research studies and analyze data to answer health-related research questions that are currently relevant to the population including women and child health in the US and the globe through the assignment critiquing a current published study and through analysis of data relating to public health goals and policies.

Course Objectives and/or Goals

1. Apply the various epidemiological concepts on issues related to maternal and child mortality and morbidity in the United States and globally.
2. Identify sources of data available to understand maternal and child mortality and morbidity in the United States and globally.
3. Examine the major epidemiologic and analytic issues specific to reproductive tract infections (RTIs) and its impact on maternal and child health.
4. Assess the influence of socio-cultural norms and practices on maternal and child health.
5. Evaluate the major indicators of maternal and child morbidity/ mortality.
6. Assess the various methodological issues specifically related to perinatal epidemiology.
7. Explore the various national level and global policies and financing in the field of maternal and child health.

Instructional Methods

- 1) **Lectures:** There will be didactic lectures by the instructor and guests on concepts and issues related to Maternal and Child Health in the United States and globally.
- 2) **Readings and Resources:** Readings and resources will be posted in the course by the beginning of each week.
- 3) **Case Studies:** To better illustrate the concepts of Maternal and Child Health epidemiology, the Course instructor and guest speakers will present research studies led by them/ others in the United States or in other countries.
- 4) **Assessments:** Students will be graded on weekly homework, in-class presentation, discussions and participation in class, and attendance.

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, facilitating overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	08/26/24	a) Brief History of MCH b) Life course approach to MCH Deepthi Varma, PhD	MCH Timeline Document (for reference) Required Reading: Russ SA, Larson K, Tullis E & Halfon N. (2014). A life course approach to health development: Implications for the MCH Research Agenda. <i>Maternal and Child Health Journal</i> , 18: 497-510. Discussion Points: Will be posted. Points from this article will be presented and discussed in class. You will be asked to give examples based on the life course approach discussed in this article.
2	09/02/24	NO CLASS HOLIDAY	

Week	Date(s)	Topic(s)	Readings
3	09/09/24	<p>Epidemiology of maternal mortality & morbidity</p> <p>a) US</p> <p>b) Global trends</p> <p>(Unskilled delivery, sex-selective abortion, female genital mutilation, STIs, violence and sexual abuse, substance use, unsafe abortion, obstetric fistula)</p> <p>Deepthi Varma, PhD</p>	<p>Required Reading: Collier AY, Molina RL. Maternal Mortality in the United States: Updates on Trends, Causes, and Solutions. <i>Neuroreviews</i>. 2019 Oct;20(10):e561-e574. doi: 10.1542/neo.20-10-e561. PMID: 31575778; PMCID: PMC7377107.</p> <p>Recommended Reading: Bauserman, M., Thorsten, V.R., Nolen, T.L. <i>et al</i>. Maternal mortality in six low and lower-middle income countries from 2010 to 2018: risk factors and trends. <i>Reprod Health</i> 17, 173 (2020). https://doi.org/10.1186/s12978-020-00990-z</p> <p>Discussion Points: Will be posted.</p> <p>Assignment 1 Due Example using Life Course Model Presentation by students.</p>
4	09/16/24	<p>Epidemiology of neonatal & under-five mortality and morbidity</p> <p>a) US</p> <p>b) Global trends</p> <p>Deepthi Varma, PhD</p>	<p>Ten Great Public Health Achievements in the US</p> <p>Ten Great Public Health Achievements in the World</p> <p>Discussion Points:</p> <p>a) Vaccination (US & Global)</p> <p>b) Maternal Health (US & Global) from and discuss it with supporting literature or examples)</p>

Week	Date(s)	Topic(s)	Readings
5	09/23/24	<p>Overview of the determinants of maternal and child mortality</p> <p>a) US</p> <p>b) Global</p> <p>Deepthi Varma, PhD</p>	<p>Required Reading: Wang E, Glazer KB, Howell EA, Janevic TM. Social Determinants of Pregnancy-Related Mortality and Morbidity in the United States: A Systematic Review. <i>Obstet Gynecol.</i> 2020 Apr;135(4):896-915. doi: 10.1097/AOG.0000000000003762. PMID: 32168209; PMCID: PMC7104722.</p> <p>Points for Discussion: Will be posted</p> <p>Millennium Development Goals 4 & 5 (MDG) SDGs</p> <p>Points for Discussion: Role of MDGs & SDGs around the world in developing and implementing interventions that resulted in reducing maternal/neonatal/infant/child mortality and morbidity? Discuss with examples.</p> <p>Assignment 2 Due</p>
6	09/30/24	<p>Epidemiological evidence on the impact of environment on pregnancy, birth and child health outcomes</p> <p>Deepthi Varma, PhD</p>	<p>Boyles et al. 2021. Environmental Factors Involved in Maternal Morbidity and Mortality. <i>Journal of Women's Health.</i> Vol 2. No. 30.</p> <p>Points for Discussion _Will be posted.</p>
7	10/07/24	<p>Emerging Issues and Approaches in Reproductive and Perinatal Health:</p> <p>Perinatal Mental health</p> <p>Substance use</p> <p>Violence against women</p> <p>Disasters and emergencies</p> <p>Focus on fathers.</p> <p>Centering women's/ pregnant persons</p> <p>Voices in the struggle for reproductive justice</p> <p>COVID 19 Pandemic</p> <p>Deepthi Varma, PhD.</p>	<p>Case Studies: Rape as a weapon of war: Stories from the Democratic Republic of Congo (Case study will be provided)</p> <p>Required Reading: Kotlar, B., Gerson, E., Petrillo, S. <i>et al.</i> The impact of the COVID-19 pandemic on maternal and perinatal health: a scoping review. <i>Reprod Health</i> 18, 10 (2021). https://doi.org/10.1186/s12978-021-01070-6</p> <p>Points for Discussion Will be posted</p>

Week	Date(s)	Topic(s)	Readings
8	10/14/24	<p>Disparities in Maternal and Child Health in the United States</p> <p>a) Health status of various racial/ethnic groups</p> <p>b) Leading causes of death among children & pregnant women</p> <p>c) Contributors to health disparity in MCH</p> <p>Deepthi Varma, PhD</p>	<p>Required Reading: Petersen EE, Davis NL, Goodman D, et al. Racial/Ethnic Disparities in Pregnancy-Related Deaths — United States, 2007–2016. <i>MMWR Morb Mortal Wkly Rep</i> 2019;68:762–765. DOI: http://dx.doi.org/10.15585/mmwr.mm6835a3 <u>external icon</u></p> <p>Recommended Reading: Crear-Perry J, Correa-de-Araujo R, Lewis Johnson T, McLemore MR, Neilson E, Wallace M. Social and Structural Determinants of Health Inequities in Maternal Health. <i>J Women’s Health (Larchmt)</i>. 2021 Feb;30(2):230-235. doi: 10.1089/jwh.2020.8882. Epub 2020 Nov 12. PMID: 33181043; PMCID: PMC8020519.</p> <p><u>Points for Discussion</u> _Will be posted.</p>
9	10/21/24	<p>Impact of local norms and culture on maternal and child health</p> <p>a) Health beliefs and practices</p> <p>b) Perception of diseases</p> <p>c) Diagnosis and treatment of diseases and use of health care services</p> <p>d) Lactation</p> <p>Deepthi Varma, PhD</p>	<p>Required Reading: Dennis CL, Fung K, Grigoriadis S, Robinson GE, Romans S, Ross L. Traditional postpartum practices and rituals: a qualitative systematic review. <i>Womens Health (Lond)</i>. 2007 Jul;3(4):487-502. doi: 10.2217/17455057.3.4.487. PMID: 19804024.</p> <p><u>Assignment 3 Due</u></p>

Week	Date(s)	Topic(s)	Readings
10	10/28/24	<p>Issues in maternal, family, and child nutrition</p> <p>Key nutritional needs of pregnant women and young children</p> <ul style="list-style-type: none"> a) Determinants of nutritional status b) Nutrition & health of women and children and its relation to economic development <p>Guest Speaker: Ahsley Malin, PhD</p>	<p>Required Reading: Likhari A, Patil MS. Importance of Maternal Nutrition in the First 1,000 Days of Life, and Its Effects on Child Development: A Narrative Review. <i>Cureus</i>. 2022 Oct 8;14(10):e30083. doi: 10.7759/cureus.30083. PMID: 36381799; PMCID: PMC9640361.</p> <p>Recommended Reading: Kavle JA, Landry M. Addressing barriers to maternal nutrition in low- and middle-income countries: A review of the evidence and program implications. <i>Matern Child Nutr</i>. 2018 Jan;14(1):e12508. doi: 10.1111/mcn.12508. Epub 2017 Aug 24. PMID: 28836343; PMCID: PMC5763330.</p> <p><i><u>Brief case study presentation & discussions</u></i></p> <p><u>Students are divided into groups of 2 students each.</u></p> <p>Each student group presents a single case study from anywhere in the world that shows a successful nutrition intervention program that resulted in a reduction of neonatal, infant, child or maternal mortality in that country.</p>

Week	Date(s)	Topic(s)	Readings
11	11/04/24	<p>Measurement of maternal and child mortality 1</p> <p>Sources of data: US & Global</p> <p>Challenges in collecting accurate data – globally.</p> <p>Indicators (Maternal Mortality rate, Infant Mortality rate, Maternal Mortality Ratio, Child Mortality rate, Under-five, mortality rate etc.)</p> <p>Discussions based on Ted talk.</p> <p>Deepthi Varma, PhD</p>	<p>Watch this video https://www.ted.com/talks/hans_rosling_the_good_news_of_the_decade</p> <p>Required Reading: Musarandega R, Machekano R, Munjanja SP, Pattinson R. Methods used to measure maternal mortality in Sub-Saharan Africa from 1980 to 2020: A systematic literature review. Int J Gynecol Obstet. 2022;156:206–215. https://doi.org/10.1002/ijgo.13695</p> <p>Recommended Reading: MacDorman, Marian F. PhD; Declercq, Eugene PhD. The Continuing Challenge of Measuring Maternal Mortality. Obstetrics & Gynecology: May 2021 - Volume 137 - Issue 5 - p 761-762 doi: 10.1097/AOG.0000000000004365</p> <p><u>Points for Discussion</u> Will be posted.</p> <p><u>Assignment 4 Due</u></p>
12	11/11/24	No Class Holiday	
13	11/18/24	<p>Reproductive Tract Infections and maternal mortality and morbidity</p> <ol style="list-style-type: none"> STIs Endogenous infections Iatrogenic infections Socio-economic and cultural barriers to accessing treatment for RTIs. <p>Guest Speaker: Dr. Michelle Larzelere, MD</p>	<p>Reading materials will be provided.</p> <p><i>Points for Discussion:</i> <i>Will be posted.</i></p>

Week	Date(s)	Topic(s)	Readings
14	11/25/24	Global and US policies on Maternal and Child Health a) Title V and the Maternal and Child Health Block Grant - US b) Public-Private partnership in maternal and child health services & research – US & Global Local and global challenges in the reduction and maternal and child mortality in low-income countries Deepthi Varma, PhD	<u>Required Reading:</u> Shaw D, Guise J, Shah N, Gemzell-Danielsson K, Joseph KS, Levy B. et al. (2016). Drivers of maternity care in high-income countries: can health systems support woman-centered care? Lancet, 388, 2282-2295. <u>Points for Discussion</u> Will be posted.
14	12/02/24	Final Presentation	<u>Assignment 5 Due</u> <u>Final Assignment [assignment 6] Due on 12/13/2023</u>

Course Materials and Technology

Readings and resources will be posted on Canvas beginning of each week.

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

Assignments

Grades are assigned based on the following criteria (see below). We will take every effort to grade all submitted assignments within seven days of the due date. A full explanation of content, discussion questions, assignments and other course components are completely described in the appropriate weekly pages of this syllabus.

All grades will be posted on the course website. If a student notices a discrepancy in any grade as it appears online, s/he must contact the course instructor within one week of the posting date in order to have the problem addressed. Students may not wait until the end of the semester to contest a grade.

Grading

Assignment	Requirement	Due date	Points or % of the final grade (% must sum to 100%)
1	Create an 8-10 PowerPoint presentation on Life Course Model in MCH and submit it. Slides must be submitted for grading. All students are expected to make a presentation of their slides in class.	Week 3	Title page with the course number. Date and student names Less text and more Infographics encouraged.

			<p>One slide of reference can be an additional to 10 slides. Total 15 mts presentation including Q &A. All group members must present. 10%</p>
2	<p>Critical evaluation with examples of MCH Specific Millennium Development Goals (MDG) & Sustainable Development Goals (SDG) improved maternal or child health in any low or middle-income country. (10mts presentation, in groups, maximum 5 slides, groups of 2 or 3 depending on class size). Slides must be submitted for grading.</p>	Week 5	<p>Title page with the course number. Date and student names Less text and more Infographics encouraged. One slide of reference can be an additional to 10 slides. Total 15 mts presentation including Q &A. All group members must present. 10%</p>
3	<p>Identify any one social, economic and/or cultural determinant of maternal and child health in the US and its impact of maternal or child health. Presentation and Discussion (10mts presentation, maximum 10 slides) Slides must be submitted for grading. All students are expected to make a presentation of their slides in the class.</p>	Week 9	<p>Title page with the course number. Date and student names Less text and more Infographics encouraged. One slide of reference can be additional to 10 slides. Total 15 mts presentation including Q &A. All group members must present. 10%</p>
4	<p>Select any one United States national or local policy (bill) and its impact on maternal and child health in that region. (10mts presentation, maximum 10 slides). Slides must be submitted for grading. All students are expected to make a presentation of their slides in the class.</p>	Week 12	<p>Title page with course number. Date and student name Less text more Infographics encouraged. One slide of reference can be additional to 10 slides. Total 15 mts presentation including Q &A. All group members must present. 10%</p>
5	<p>Select any one or two LMICs and discuss the key challenges in addressing the maternal mortality and morbidity in that country</p>	Week 14	<p>Title page with course number. Date and student names</p>

	(10mts presentation, maximum 10 slides, Slides must be submitted for grading. All students are expected to make a presentation of their slides in the class.		Less text more Infographics encouraged. One slide of reference can be additional to 10 slides. Total 15 mts presentation including Q &A. All group members must present. 10%
6	One individual paper to be prepared on a given topic based on what was learned in the previous classes during the semester. Topic will be selected based on a current public health issue of either state (Florida), national or global significance. Use the provided rubric while preparing the paper. (Example: Impact of recent budget cut for Planned Parenthood and other groups that perform abortions on women's health in the United States)	12/16/23 (Individual Submission)	40%
7	Class Attendance & Participation Defined as 1) attendance at all class sessions (absence with permission from instructor), 2) punctuality 3) meaningful contributions to in-class group discussions (as evaluated by the instructor), and 4) asking thoughtful and relevant questions in class.		10%

Slide presentations will be graded based on group participation in preparation and presentation, relevancy of the content, critical thinking, and presentation style.

Article review will be graded based on critical thinking, accuracy of information presented, and timely submission.

The individual paper will be graded based on a rubric provided at the beginning of the semester.

Tentative due dates for all grade components are listed on the course schedule above and additional information and specific instructions will be posted on the course website, under the *Assignments* tool. Please check Canvas regularly for updates to the syllabus that may affect due dates.

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

Example:

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. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if

based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

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

More information on UF grading policy may be found at:

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

Exam Policy

There are no exams for this course.

Policy Related to Make up Exams or Other Work

The instructor must be informed via email of any requests to make-up assignments or class presentations that were missed due to personal/ family emergencies or technical difficulties within 24 hours. Late submission of assignments without prior permission will result in deduction of 2% from the overall grade per each late submission. Approved makeup assignments should be submitted via email to the instructor.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All students are expected to attend all classes. Late arrival and/or early departures require prior permission from the instructor. **Students are also expected to inform the instructor via email if they are going to be absent from the class any particular day.**

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Electronics such as cell phones and other recording devices are not permitted during the class hours. Laptops are allowed for note taking, if needed.

Please be sure to print this syllabus and plan adequate time each week to view your lectures, read, and complete your assignments. Please plan your time accordingly and ask questions if you are not clear on a lecture or assignment before they are due, versus after it is due. Please submit all assignments on time. Please verify that you submitted (1) the right assignment paper, and (2) that you submitted ANY attachment to your assignment.

Since "Professionalism" is a hallmark of patient and population care, and central to the mission of the College of Public Health and Health Professions, it will be assessed in this course. Student demeanor and

observable behavior are central components to assessing one's professionalism and will therefore need to be observed and occasionally recorded within this class.

Communication Guidelines

Emailing Instructor: If you have questions, please feel free to email me through the *Mail* function of Canvas. Also, **remember to check the checkbox with the cc option that reads "send a copy of this message to recipients' email address(es)"**; this will ensure a timely response to your question. Please contact the UF HelpDesk if you have access questions or technical issues with the course: (352) 392-HELP (4357) or helpdesk@ufl.edu or in the HUB, room 132. Please keep a copy of all assignments and work submitted. Canvas will issue an email receipt when assignments are submitted. Please check your submission to be sure it was properly submitted and that you attached the correct file. Print the syllabus for your reference. It is your responsibility to be aware of all assignments, due dates and guidelines. All assignments must be submitted through Turnitin.

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.

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/>.

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.

Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.

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>. Online 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.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

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 the inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu