**University of Florida**

**College of Public Health & Health Professions Syllabus**

**CLP 7934 Special Topics - Cultural Humility (2 credit hours)**

Spring: 2023

Delivery Format: On-Campus

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Office Hours: by Appointment

Preferred Course Communications: E-mail

## Prerequisites

First year graduate student in Clinical and Health Psychology Ph.D. program

## PURPOSE AND OUTCOME

# Course Overview

This course is designed to familiarize the student with issues related to providing services to diverse populations. There will be historical and theoretical review as well as discussion of current research. While the discussions and presentations will be primarily theoretical, there will be time to examine how each of ourpersonal identities impacts our work in this area..

## Relation to Program Outcomes

This is a required course for first year graduate students in the Clinical and Health Psychology doctoral program. This course will aid in the development of psychological diagnostic skills for child and adult populations.

# Course Objectives and/or Goals

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

* demonstrate knowledge of the contributions of historical experience on clinical diagnoses and treatment in marnialized populations
* discuss and examine the relevance of cultural factors to the development, diagnosis, outcome and treatment of these conditions, and
* demonstrate knowledge of evidence-based assessments and treatments for the various cultural populations
* demonstrate an awareness of how your own identities intersect with your work with various populations

## Instructional Methods

Over the course of the semester, each week will include a two-hour portion covering issues related to diversity, equity, inclusion in professional psychology. Faculty members teaching the class are individuals with specific expertise in the areas. Class instructional methods will consist of combinations of in-person lectures using PowerPoint, supplemental asynchronous pre-recorded lectures available in CANVAS, in-class group discussions, and presentation of clinical case examples. In addition, lectures will be supplemented by 2 “movie nights” (attendance is optional but encouraged) which will include viewing and discussions of cinematic depiction of diversity and its social context.

**Dede Personal Statement:** As a Black, middle-aged, middle-class, cisgender, heterosexual, able-bodied, Christian man, I walk in the duality of being marginalized and holding some privileges.  I have experienced microaggressions and am personally and professionally committed to valuing all individuals while facilitating equity and inclusivity.

**Janicke Personal Statement**:  As a white, middled-aged, cisgender, heterosexual, able-bodied male of German & Hungarian descent, who was raised in a middle SES family in a suburban community in the northern United States, I have experienced privileges, encountered microaggressions and am passionate about making the effort to understand every individual from a place of humility and curiosity.  As an instructor, my goal is for the classroom, to be a safe, inclusive space for all students that can help facilitate exploration and learning.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome

individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender

expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and

nonvisible differences. All members of this class are expected to contribute to a respectful,

welcoming, and inclusive environment for every other member of the class.

Inclusive Learning Environment

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

# DESCRIPTION OF COURSE CONTENT

# Topical Outline/Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date(s)**  **C=Child**  **A=Adult** | **Topic(s)** | **Assignments/**  **Exams** | **Readings** |
| 1 | 1/11/23 | Intro and Conpetual framework for | Sue et a., Chs 1-2 | Please see reading list in the Appendix to this syllabus for readings corresponding to each week. Otherwise, please read the corresponding chapters in **Sue et al., 2022** that correspond to the topics discussed each week. |
|  | Multicultural clinical work |  |
| 2 |  | Cultural perspectives & Barriers: | Sue et al., Chap 3 |
| 1/18/23 | Intersection of Identities/experieces |  |
| 3 | 1/25/23 | Microaggressions, Privilege and Oppression | Sue et al Chs 4-5 McIntosh\* |
| Dr. Arias | Multicultural Context:Latinx Communities | Sue Ch 15 |
| 4 | 2/1/23 | Racial, Ethnic, Cultural attitudes | Sue et al, Chs 6-7 |
|  | White Racial Concisouness |  |
| 5 | 2/8/23 | Multicultural Competencies and | Sue et al, Ch 8 |
|  | Cultural Humility |  |
| 6 | Dr. Janicke |  | Sue et al., Ch 9 |
| 2/15/23 | Multicultural EBP & Multcultural Research | TBA |
| 7 | 2/22/23 | Asst, Diagnosis and Multicultural EBT | Sue et al, Ch 11-12 |
|  | Multicultural Context: African American |  |
| 8 | 3/1/23 | Multicultural Context: Native Americans | Sue et al, Ch 13-14 |
|  | Multicultural Context: AAPI |  |
| 9 | 3/8/23 |  | Sue et al, Chs 16 |
|  | Multicultural Context: Multiracial American |  |
| 10 | 3/22/23 | Multicultural Context: Arab Americans | Sue et al., 17-18 |
|  | Marginized Religious Commuites |  |
| 11 | 3/29/23 | Immigrants and Refugees | Sue et al., Ch 19-21 |
|  | Older Adults |  |
| 12 | 4/5/23 | LGBTQ Communities | Sue et al., Ch 20 |
| Dr. Pereira |  |  |
| 13 | 4/12/23 | Women | Sue et al., Ch 22 |
|  |  |  |
| 14 | 4/19/23 | Individuals living in Poverty | Sue et al., Chp 23-24 |
|  | Individuals with Disabilites |  |
| 15 | 4/26/23 | Student Presentations |  |
|  |  |  |
| 16 | 5/3/23 | Finals week – Student Presentations |  |
|  |  |  |

# Course Materials and Technology

Additional readings and media will be added as “Files” in CANVAS

##### Related Readings

The following texts are required and may be purchased in the HSC Bookstore:

Sue, D.W., Sue, D. Neville, H.A., and Smith, L. (Eds.). (2022). *Counseling the culturally diverse (9th Ed.)*. Hoboken, NJ: Wiley

[Exploring Relational Cultural Theory with Maureen Walker: Power, Race, and RCT - YouTube](https://www.youtube.com/watch?v=IGAqomb0VHc)

Windows of Transformation

[What is Loving Justice? Embodying Transformative Change with Kai Cheng Thom - YouTube](https://www.youtube.com/watch?v=O3L3ZH3sRgI)

A listing of additional readings for the adult-focused portion of this course is provided in the Appendix to this syllabus. These readings can be found within CANVAS (Course Reserves link), as well as in the share folder Cultural Humility SPRING 2023. These readings will include selected de-identified cases that will be discussed during listed weeks. Please also download the “iTunesU” app. Various podcasts will be discussed during the semester.

### Additonal Readings may be assigned

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

* [Learning-support@ufl.edu](file:///C:\Users\hackg\Desktop\Learning-support@ufl.edu)
* (352) 392-HELP - select option 2
* <https://lss.at.ufl.edu/help.shtml>

**ACADEMIC REQUIREMENTS AND GRADING**

# Assignments

# There are 4 equally weighted (25% each) components for grading in this course.

**Class Participation**: Each student is expected to attend all classes and contribute to the class discussion. We all have areas of growth in the topics we will explore in this class. Sharing thoughts and your process will facilitate that growth individually and collectively. This not only involves regularly asking relevant questions, providing insightful comments, etc., but also facilitating discussion from others, treating classmates with respect, and showing patience and support of others when appropriate. The final portion of your participation will be satisfied by joining one subcommittee of HEARD (at least) for the semester, if you have not done so already.

**Weekly posts**: Starting in Week 2 of the course, you will be expected to complete 12 discussion posts over the next 13 weeks. They will all be due at **9am on Monday** (i.e. 2 days before the class meets). You will post on the class discussion board for that week. These posts should be fairly brief (around 200 words) and represent an opportunity for you to synthesize your reactions to the readings. You are encouraged to present your thoughts and feelings, as well as any questions, concerns, or suggestions you may have regarding the material and/or possible future directions for consideration. Then, by **9am on Wednesday (prior to class)** you will respond to at least one of your classmates’ posts. The weekly discussion posts are designed to be low stakes writing assignments and as such, will be graded as pass/fail. In order to “pass” for the week, you need to submit your post and respond to one of your peers by the deadline. Each post and response post will be worth 8 points combined. These will be worth up to **100 points (25% of your class grade)**. Yes 12 posts x 8 points = 96; we will give you 4 points to equal 100 points for the course assignment, so it equals 25% of your class grade.

**Leading class discussion:** Beginning in Week 4, each student will be asked to lead a discussion on a marginalized group identified in Sue et al.- Chapters 12-24). The discussion leader for that week will be responsible for discussing the readings as well as sharing reflections from their participation in an immersive experience associated with the group. This immersive aspect of this assignment will be discussed during the first week of class.

**Photo Voice + Self-Reflection Paper.** This assignment is designed to increase awareness of student’s worldview, values, beliefs, and behaviors. This is also an opportunity to learn the development and application of a unique style of research. The paper is limited to 8 double spaced pages (12 pt. font, Times New Roman), not including space for photos. These will be worth up to 100points (25% of your class grade); 75 points for submitted project and 25 points for subsequent presentation.

*Photo Voice:* Select two topics/constructs listed below. To complete the assignment: take three original photos for each selected topic. Photos should be original and include an object, setting, environment, or non-human being and should be organized around the selected topics. When choosing your topics consider: why did you select these topics? What do they mean to you? How are they connected to your values and experiences? Consider your process in the selection of topics and development of photos.

*Topics/constructs:* Diversity, culture, social justice, privilege, power, intersectionality, racism, gender, race, ethnicity, poverty, wellness, identity

*Self-Reflection Paper:* Write a brief narrative describing each photo. Explain why you selected each image and the meaning of the photo. Discuss how and why you selected each of your two topics. Your paper should include a reflection on how each of the topics/issues relate to you, including who you are, how you see yourself, your values, your culture, your individual experiences, your identity, and your health/well-being. Next, please discuss how each of the topics/constructs relate to either (1) your research (To what extent does your research consider the topic, and what gaps/weaknesses exist with regard to each of your two constructs?); or (2) your burgeoning clinical interests.

*Presentation:* The description of the requirements and grading for the presentation wil be forthcoming.

# Grading

Grades will be based on your completion of each of the 4 components of the course explained above. Points for each of these components are provided in the table below. Grades will be determined by adding points earned across all required elements for the course, and then dividing that number by the total possible points.

|  |  |  |
| --- | --- | --- |
| **Requirement** | **Due date** | **Points** |
| Overall class participation | No Specific Date | 100 points |
| Weekly posts | No Specific Date | 100 points |
| Leading a class discussion | No Specific Date | 100 points |
| Photo Voice and Self-Reflection Paper | 4/26/23 by 9am | 75 points |
| Presentation of Photo-Voice and Self-Reflection Project | Day assigned to Presentation | 25 points |
|  |  | **TOTAL points possible for course = 400** |

Point system used: This is points per assignment. All points will be totaled to calculate a percentage based on the same system listed below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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+ or lower is not an acceptable grade for graduate students. A grade of B- or higher must be obtained for a passing grade. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

# Policy Related to Make up Exams or Other Work

Students who must miss class because of conflicting professional or personal commitment must make prior arrangements with the instructor. If an examination or presentation (that the student is scheduled to present) must be missed because of illness, a doctor’s note is required. Make-ups for exams will only be allowed in the event of a documented illness and will need to be scheduled with course faculty. “Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

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

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

# Policy Related to Required Class Attendance

Attendance and active participation in class sessions is required. Attendance is expected as a part of the student’s professional training. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class should make prior arrangements with the instructor via e-mail.

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/regulations/#text>).  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

We expect active participation from all students during each class meeting. During lectures, student presentations, and case discussions we expect students to be engaged, raise questions, and add comments to help foster understanding and learning of the material. We will provide a copy of slides used in our lectures in advance of class in CANVAS. If you have a documented accommodation that allows for audio recording of lectures, please speak with the instructors prior to class to arrange the best avenue for doing so.

Please refrain from using I-pods, cell phones or any similar electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Please turn off your cell phone or set it to silent mode when class begins; if you forget and it rings, turn it off without answering. We do not want students utilizing cell phones during class unless there is an urgent issue (i*f you have a special circumstance when contact by cell phone is vital, see the instructor in advance, make sure that you turn the phone to “vibrate,” and take the call outside of the classroom so as to not disturb your classmates)*.

Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates’ ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

## Communication Guidelines

# It is expected that e-mail communications and behavior with course faculty and other students enrolled in the course will be professional and respectful. Per the Clinical and Health Psychology graduate student handbook, it is never appropriate to post information about patients on the internet in any fashion, even if identifying information is not included (this includes any case examples discussed in class).

# 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.

# Professionalism and COVID-19

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

* You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings (HPNP is a Health Science Center building) even if you are vaccinated.
* If you are sick, stay home and self-quarantine.  Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
* Continue to follow healthy habits, including best practices like frequent hand washing.
* Avoid crowded places (including gatherings/parties with more than 10 people)

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. Hand sanitizing stations will be located in every classroom.

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.  If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

**COVID-19 Symptoms**

See [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.cdc.gov_coronavirus_2019-2Dncov_symptoms-2Dtesting_symptoms.html&d=DwQFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=HOjB3wTc1VPyCvfz9btY7aQp_Le9OSY54oiEJY0crMQ&m=tmgjHs9psTsqwvOy0tOSftheosnuJHVGDhw8tEu6wUY&s=zMP9zJDHdeaqLsPio6bxrfMrKmXjgl4LlgeBwKDT3Y4&e=) for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

**Policy Related to Recording Class Lectures**

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.”

**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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

# 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/](https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZlYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFRywCoehRho&s=itVU46DDJjnIg4CW6efJOOLgPjdzsPvCghyfzJoFONs&e=). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

# 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: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
* **U 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>

* **University Police Department**: [Visit UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](https://ufhealth.org/emergency-room-trauma-center).

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

**Inclusive Learning Environment**

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

We am committed to affirming the identities, realities and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of person-centered language and preferred gender pronouns, and respect for the experiences of others.”: <https://www.insidehighered.com/advice/2018/07/20/how-deal-microaggressions-class-opinion>

**Appendix – Course Readings**

**Required Readings**

Sue et, al., chapters

Other readings to be posted in CANVAS