

Arts in Public Health Professional Seminar

THE 6933, Section CAPH (18894)

(HUM 6947 Arts in Public Health Professional Seminar)

Spring 2023

Meeting Times and Location: Online

Credit Hours: 3

Instructor: Dr. Tasha Golden, PhD

Instructor Office Location and Hours: Tuesdays 12-1pm ET. Students can email *before* (ideal) or *during* this hour to receive Zoom info for a virtual meeting.

Instructor Contact Information: tasha.golden@ufl.edu

Course Description

This online course prepares students for professional-level practice at intersections of the arts and public health (“arts in public health”). The course will orient students to the professional competencies; trends in practice; and ethical, practical, and theoretical frameworks that are part of the professional toolkit of practitioners and researchers who apply the arts to health promotion, prevention, and protection. Students will analyze existing practices, theorize opportunities and solutions, and apply their learnings to program design, evaluation, and dissemination. Learning methods include extensive reading, research, engagement in online discussions, video lectures, creative practices, written assignments, and program ideation/development. This course is appropriate for graduate students and professionals within public health, the arts, community and social practice, arts in health, and other health-related professions.

Course Learning Objectives

1. Recognize and develop core competencies for professional-level arts in public health practice.
2. Describe, examine, and enact practices and processes related to program design, program evaluation, and dissemination.
3. Explore and articulate professional identity through group engagement, creative practice, and self-assessment.

Course Pre-Requisites / Co-Requisites

Students are responsible for familiarizing themselves and reviewing all materials in [Graduate Central](#), which is the Arts in Medicine student portal located in Canvas. All students are added to Graduate Central upon admission to the program. Email your instructor *immediately* if you do

not have access. For this course, students will need to know the information in the “Start Here,” “New Student Orientation,” and “Resources” modules.

Required Texts

All readings are provided by instructor on Canvas, via link or PDF. A list of "Recommendations for Further Reading," designed to support enhanced/continued learning, is available under “Pages” on the course's Canvas site. Students are encouraged to browse this page at the beginning of the course, so that you know what extra readings are available to you.

Additional Materials Needed:

- Desktop or laptop computer for coursework (a tablet or phone will not be adequate for navigating Canvas or completing coursework).
- Smartphone, camera, tablet, or computer with video recording and basic editing capabilities for Discussions / Presentations.

Student Expectations

Arts in Public Health Professional Seminar is an asynchronous course, which means there is no set meeting time each week. However, there *are* set deadlines each week, as well as longer-term deadlines for major assignments. As a result, this course format requires personal time-management and attention to deadlines. The course is three credits and is only eight (8) weeks long, so it is an intensive, fast-paced investment. **Students should expect approximately 16 hours of work per week for this course.** This will include assigned videos, readings, online discussions, presentations, and other formal assignments.

Regarding communication with the instructor, Dr. Golden makes every effort to respond to students’ email messages within 36 hours between M-F. (Emails sent over the weekend may not be seen until the following Monday.) If you do not receive a reply within this expected timeframe, please email again.

Course Outline

Students will pursue the course objectives by engaging in four primary areas of activity:

- I. Professional Development
 - a. Students will consider some values and philosophies that guide public health, program development, community/participant engagement, evaluation, and dissemination; they will then develop and articulate their own values/philosophy related to their work in this field. Students will also begin thinking about their professional development over time.
- II. Program Study

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- a. Students will choose a single case study of an arts + public health program, gather background information and data on the case, then utilize course readings, lectures, and discussions to analyze the case—identifying strengths and limitations.
- III. Program Planning
 - a. Students will propose a *new* arts in public health program, including a description of the community context in which it would take place; program rationale, mission, and objectives statements; full description of the arts-based strategy; a logic model; discussion of ethical considerations/responsibilities; potential processes for evaluation, including outcomes to be assessed; and planned dissemination strategies.
- IV. Critical engagement
 - a. Students will engage critically with course readings, developing insights regarding their application(s), value, gaps, and potential next steps. They will also apply critical research and reading skills to identify and utilize additional resources for the class. Importantly, students will engage in discussion with their peers—providing substantive insights and critiques, and sharing observations and experiences.

Weekly Topics and Assignments

Important: Planned assignments & due dates are subject to change. It is each student's responsibility to check their emails regularly, read Announcements, and read all Canvas Discussions and Assignments thoroughly in case something has been updated or added. If you have questions, please email the instructor.

Week	Topic	Readings/Materials	Assignments
1 Jan 9	Values, Theories, Philosophies Part I	<ul style="list-style-type: none"> - Instructor's introduction video - Public Health Code of Ethics (APHA) - Review the "Values..." section of "Creating Healthy Communities through Cross-Sector Collaboration" (Sonke et al., 2019) (PDF) - "Health, Healing, & Social Justice" (Farmer) (PDF) - "From Absence to Presence: Arts and Culture Help Us Redefine 'Health'" (Golden, 2022) - "A Cognitive Skill to Magnify Humanity" (On Being Podcast: Both audio & transcript available) - Culturally Sustaining Pedagogies (Paris, 2012) - Students: Begin your own initial research into potential case studies (See Case Study Assignment) 	<ul style="list-style-type: none"> 1. Introductions due Thurs 1/12! (See Module 1) 2. Class Discussion Post (Due Fri 1/13 instead of Thurs 1/12!) 3. Begin Professional Values/Etc Assignment! (Due Week 3, Thurs 1/26) 4. <i>Note that your CHOICE of case study is due Week 3.</i>

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		<ul style="list-style-type: none"> - <i>Optional: "UN's Universal Declaration of Human Rights"</i> - <i>Optional: "Mass Cultural Council's 'CultureRx': Evaluation of a Social Prescription Pilot"</i> 	
2 Jan 16	Values, Theories, Philosophies Part II	<ul style="list-style-type: none"> - Mini-Lecture + Exercises on Core Values, Philosophy (Video) - Mini-Lecture: "Plan for Supports" (Video) - "What Is Trauma-Informed Care?" (UB) - "What Is Trauma-Informed Care?" (TIO) - The Future of Healing... (Ginwright, 2018) - Students: Continue your own research into potential case studies - Students: Revisit any readings (from previous courses or elsewhere) that have shaped your personal/professional views & values 	<p>1. Class Discussion (See Module 2)</p> <p>2. Professional Values/Etc Assignment due next week, Thurs 1/26: See Assignments</p>
3 Jan 23	Community Engagement: Participatory Research, Design, & Practice	<ul style="list-style-type: none"> - Community-Based Participatory Research (CBPR) – (JHU Video) - Dr. Suur Yakubu-Ayangeakaa's Slides about CBPR (PDF) - "Crossing Methodological Borders: Decolonizing Community-Based Participatory Research" (Stanton, 2014) (PDF) - CBPR (Brief U Toronto Video) (This is optional, but definitely view it if you're still uncertain about 1) what CBPR is, or 2) whether you could describe it to others) - UF CAM's Advisory Briefs for local/state health agencies on role of arts/artists in public health (Both General and COVID19). □ NOTE: Read the following 2 sections while thinking about how the arts could support, enhance, or generally fit into the processes they describe: 	<p>1. Class Discussion (See Module 3)</p> <p>2. Professional Values/Etc Assignment DUE this week! Thurs 1/26 See Assignments. <i>Option to turn it in early if you prefer.</i></p> <p>3. Case Study Part I DUE this week! Thurs 1/26 (See Assignments and Module 3)</p> <p><i>(Your full Case-Study Assignment is due in 2 weeks: Thurs 2/9: See Assignments)</i></p>

		<ul style="list-style-type: none"> - “Developing a Plan for Assessing Local Needs & Resources” (Ch 3, Section 1: Community Toolbox) - “Understanding and Describing the Community” (Ch 3, Section 2: Community Toolbox) - <i>Optional: “Innovating Health Research Methods Part II” (art as a form of community data) (Golden, 2022) (PDF)</i> 	
4 Jan 30	Program Planning: Needs, Objectives, & Funding	<ul style="list-style-type: none"> - "Street Science" (Corburn, 2010) (PDF) - "Getting Started with Community Needs Assessments" (Video) - "Defining & Analyzing the Problem" (Ch 17, Section 3 of the Community ToolBox) - “Creating Objectives” (Ch 8, Section 3 of the Community Toolbox) - Arts and Health: 4 Big Ways the Arts Can Improve Health (Golden, 2022) (PDF) - ONLINE TRAINING on Grantwriting (1-1.5 hours). Click “Enroll” > Scroll down, click “Continue” > Select “Create new account” > Complete form > Verify email address > Log in > Begin Course. This is also on next week’s list if you want to divide it up. 	<p>1. Class Discussion Post (See Module 4)</p> <p>2. Case-Study Part II DUE this week! (See Module 4 and Assignments)</p>
5 Feb 6	Program Planning: Foundational Tools	<ul style="list-style-type: none"> - Chapter 2 of the Community Toolbox (Section 1: "Developing a Logic Model"; Section 2: "PRECEDE/PROCEED"; & Section 9: "Community Readiness". - "Conducting a Community Needs Assessment: Part 1" (Video). <i>This video asks questions you should be prepared to answer about your own programs.</i> - Chapter 19 of the Community ToolBox "Choosing and Adapting Community Interventions" (Sections 1-4) - <i>From last week (if you divided it up):</i> ONLINE TRAINING on Grantwriting (1-1.5 hours). Click “Enroll” > Scroll down, click “Continue” > Select “Create new account” > Complete form > Verify email address > Log in > Begin Course 	<p>1. Class Discussion (See Module 5)</p> <p>2. Case-Study Full Assignment DUE this week! Thurs 2/9 See Assignments</p> <p>3. Program Proposal Part I DUE this week! (See Module 5 and Assignments)</p>

<p>6 Feb 13</p>	<p>Program Evaluation & Ethics</p>	<ul style="list-style-type: none"> - Chapter 36 of the Community Tool Box <i>Give yourself time to read carefully through this full chapter.</i> - Read these three UF CAM Advisory briefs designed to respond to COVID-19 (Sonke et al., 2020). <i>For each link, click the "Download HERE" link to access the actual PDFs: "Call for Collaboration;" "COVID-19 Arts Local Governmental Advisory Brief;" and "COVID-19 Arts Response State Governmental Advisory Brief"</i> - "Ethical Issues in Community Interventions" (Ch 19, Section 5, Community Toolbox) - Dissemination Worksheet (PDF) - In light of Ethical Issues & Dissemination work, go back and <i>review your Professional Values/Etc assignment. Are there changes you'd make @ this point? Why/Why not? Changes may become part of your Proposal, or certainly your Reflection assignment.</i> 	<ol style="list-style-type: none"> 1. Class Discussion (See Module 6) 2. Complete your Dissemination Worksheet (See Module 6)...THEN: 3. Dissemination Post (See Module 6) 4. Program Proposal Part II DUE this week! (See Module 6 and Assignments)
<p>7 Feb 20</p>	<p>Dissemination & Health Communi- cations</p>	<ul style="list-style-type: none"> - Video about Rhetorical Analysis, focusing on Audience/Purpose (Meyer, 2017) - Health Communication and the Arts in the United States: A Scoping Review" (PDF) - "Talking about Public Health" (Wallack & Lawrence, 2010) (PDF) - Building a Social Justice Narrative for Public Health (Wallack, 2019) (PDF) - "Proclaiming Your Dream: Developing Vision and Mission Statements" (Ch 8, Section 1; Community Toolbox) - <i>Optional: "Promoting public understanding of population health" (Bezruchka, 2009) (PDF)</i> 	<ol style="list-style-type: none"> 1. Class Discussion Post. (See Module 7) 2. Program Proposal FULL FIRST DRAFT Due, if you'd like it reviewed (This is optional & purely for your benefit.) (See Module 7 and Assignments) 3. Program Proposal Class Discussion (See Module 7) 4. Your Final Written Reflection is due <i>next week</i> (See Assignments)

8 Feb 27	Wrapping Up; Proposal; Reflections	<p>- Summary reading for establishing program goals, etc: "Developing a Framework or Model of Change" (Community Toolbox)</p> <p>[Readings / Additional Learnings TBD]</p>	<p>1. Submit the final draft of your Program Proposal, due 3/3 (See Module 8 and Assignments)</p> <p>2. Submit your Written Reflection (See Module 8 and Assignments)</p>
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Assignment Evaluation and Grading

1. **Class Discussion and Video Posts** (9 posts, 4 points each = 36 points): Each student will create a discussion board post for the entire class that synthesizes course readings, offers critiques and insights, relates back to their work, responds to specific prompts (e.g., Dissemination Post & Proposal Post), and/or asks questions. Each student will review each of their peers' posts, and then offer a brief yet substantive reply to at least two peers' posts. These replies should draw upon concepts and materials presented in the course, as well as personal insight/experience. Note that at least *brief* replies are encouraged for *all* peers; only two replies need to demonstrative substantive/deep engagement.

All Discussion Posts are due no later than Thursday of their respective week (11:59pm ET), to allow time for peers to reply. Any exceptions to this will be noted in the Canvas Discussion description.

Class Discussion posts are intended to help you reflect on your learning while providing a valuable resource to your peers. Content may also contribute to your other assignments (see #2-5, below).

Some posts may include the requirement or option to use video as the sharing format. Note that videos are not judged on video quality; however, they should be clearly audible without background noise, and we should be able to clearly see you as you speak. In addition, the level of thought, synthesis, and critical engagement should be on par with any written contribution.

Students may use smartphones or Zoom to record themselves, or other equipment as desired. Another option is to click the "Record/Upload media" within the Discussion thread, and then choose the "Record" tab. (This option isn't supported on all browsers, so be sure to try it out before relying on it.)

2. **Professional Development** (12 points): Each student will articulate values and goals related to their work in the field of arts + public health, consider professional development needs and opportunities, and draft a plan for their growth and sustainment as professionals in this field. **Assignment due by Thursday Jan 26 at 11:59pm ET.**

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3. **Case Study/Investigation of Practice** (18 points): Each student will select a current or recent arts + public health project to analyze in-depth. Case studies will make critical use of the concepts, frameworks, and resources presented in the course. **Assignment due by Thursday Feb 2 at 11:59pm ET.**
4. **Program Planning** (28 points): Each student will develop a proposal for a new arts + public health program (2000-2500 words), drawing upon concepts, frameworks, and resources presented in the course. Feedback on a first draft will be provided, to which students must respond in their final draft. **Final Draft due by Friday March 3 at 11:59pm ET.**
5. **Course Reflection** (6 points). In lieu of a Class Discussion Post for Week 8, each student will submit a final written reflection (350-750 words) regarding their learnings in the course, as a formal Assignment in Canvas. **Due by Friday March 3 at 11:59pm ET.**

Students may focus their Reflection on: new skills, insights, and knowledges; materials, insights, or experiences found to be particularly valuable; new considerations related to professional philosophy or goals (including any development of—or amendments to—their values/goals since the initial assignment); and/or tools and awarenesses they plan to apply to their work moving forward. *This final reflection should consolidate (and add to) the learnings/thoughts/insights that students have shared throughout the semester in their assignments and in Class Discussion Posts.*

Course Grading

Total course points: 100

- 36% of the grade comes from Class Discussion & Video posts (and replies)
- 12% of the grade comes from the Professional Development assignment(s)
- 18% of the grade comes from the Case Study assignment
- 28% of the grade comes from the Program Proposal assignment
- 6% of the grade comes from the Course Reflection assignment

Discussion-Board Rubric

	A grades	B grades	C grades*
Class Discussion Posts	Contributes at a high level to discussion and shared insights; addresses all assignment materials, contextualizing them with concepts and other course readings; writing is clear and professional;	Contributes well to discussion and shared insights; addresses some assignment materials, with some relation to course concepts and other course readings; writing is mostly clear and professional;	Contributes somewhat to discussion and shared insights; neglects some assigned materials, and/or fails to address them in relation to course concepts and other course readings; writing is unclear and/or

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	demonstrates well-developed critical engagement with the assigned texts.	demonstrates some critical engagement with the assigned texts.	unprofessional; critical engagement not clearly demonstrated.
Peer Engagement	Thoroughly and thoughtfully reads peers' work; engages with substantive commentary and/or constructive criticism based on course concepts, other course readings; applies relevant professional experience as helpful.	Gives complete consideration to peers' work; engages with commentary and/or constructive criticism using some course concepts and some course readings; may apply some professional experience with potential relevance.	Gives incomplete consideration to peers' work; commentary is sparse and only somewhat constructive. Little relation to course concepts and course materials; does not apply professional experience, or does so in lieu of applying course materials.

Assignment Rubric

	A grades	B grades	C grades*
Professional Values/Goals/Supports	Student demonstrates thoughtful completion of all writing- and thought exercises; values and goals are differentiated from one another and considered in relation to concrete programs, practices, or concerns; plans for supports reflect values and goals <i>as well as</i> an initial understanding of expectations & needs for work in the field.	Student demonstrates thoughtful completion of most writing- and thought exercises, or partial completion of all exercises. Values and goals are discussed but student may not distinguish them clearly, or may not relate them to concrete issues or practices. Professional support plans are unclear, impractical, or disconnected from student's goals/values.	Student demonstrates partial and/or surface-level engagement with writing- and thought exercises. Values, goals and professional support plans may not be discussed completely or clearly.

<p>Case Study</p>	<p>Student’s analysis is thorough and of high quality, robustly reflecting resources covered in the course; document features professional, graduate-level writing, including attentiveness to details such as formatting and citation.</p>	<p>Student’s analysis is substantive, and mostly reflects resources covered in the course; document is mostly professional, and may be inconsistently attentive to details such as formatting and citation.</p>	<p>Selected case may not meet requirements outlined by the assignment; student's analysis is incomplete, and may inadequately reflect resources covered in the course. Document features average writing, and may lack attentiveness to details such as formatting and citation.</p>
<p>Program Proposal</p>	<p>Proposal thoughtfully and thoroughly addresses all required elements, and robustly reflects course learnings and materials. Final submission has responded to draft feedback/critiques (if applicable), and features professional, graduate-level writing—including attentiveness to details such as formatting and citation.</p>	<p>Proposal mostly addresses required elements, and utilizes course learnings and materials. Final submission may inadequately respond to draft feedback (if applicable). Writing is mostly professional, and may be inconsistently attentive to details such as formatting and citation.</p>	<p>Proposal fails to adequately address required elements, and course materials are inadequately or incorrectly represented. Final submission may inadequately respond to draft feedback (if applicable). Writing is not at a professional level, and may lack attentiveness to details such as formatting and citation.</p>

Grading Scale

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Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. UF grading policy website:

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

Letter Grade	Percent Grade	4.0 GPA Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C- *	70-72	1.7
E, I, NG, S-U, WF		0.0

Class Participation/Demeanor Policy

Participation in all aspects of this course is essential to your success. All students are expected to complete assignments and discussions on time, after having critically read or viewed the week's materials. **Far from busy work, discussions and video posts are opportunities for each student to contribute their knowledge and insight to a collective endeavor.** Students are thus expected not only to take their contributions seriously, but to regard and respond to fellow students' posts as critical learning and engagement opportunities.

It is each student's responsibility to understand and adhere to all policies and standards for professional conduct, and to interact with the instructor and fellow students with professionalism. (See "Communication," below.)

Communication

Written communication and electronic interaction are central to online interaction and learning. Please see the "[Netiquette Guide](#)" posted in "Files" on Canvas for university expectations regarding written and electronic interactions, including email messages and threaded discussions.

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect their participation in the course. Please do not let any questions or concerns you have go unattended! If you need to reach out, email the instructor directly at the address at the top of this syllabus. It is the instructor's intention to respond to all email communication within 36 hours, excluding weekends.

Dr. Golden urges the following “**group agreements.**” *Students are welcome to recommend additions if they need/wish; they can do so by emailing the instructor.*

- Stay engaged and be courageous. It takes courage to connect with others, to listen, and to speak your truth. This course seeks to offer a brave space for curiosity, exploration, testing, and learning.
 - In this vein, ask questions when you don’t understand. Don’t assume you know another’s thoughts or motivations.
- You are welcome to criticize ideas; not individuals or groups.
- Always seek permission before sharing or citing another’s work, including stories or insights your peers share within this course.
- Communicate respectfully. Avoid inflammatory language, and consider the perception of tone, fonts and other modes that may be diminishing to others.
- Expect and accept non-closure. While this course is designed to prepare you for professional work in arts and public health, many questions in the realm of health and the arts remain unanswered, and issues raised by this course or its students may remain unresolved. Stay present with the discomfort of uncertainty, and feel free to seek help and ask questions as you need.

Education is a space for deep thinking, critical debate, and challenging ideas. The Center for Arts in Medicine wants you to engage deeply and critically in your thinking and your discussions, and to help generate a collective space that is respectful of and attentive to all voices.

Submitting Late Assignments and Making Up Work

The *Professional Development* and *Case Study* assignments will be accepted no later than six days after their due dates, except in extenuating circumstances and with prior approval by the instructor. **Points will be reduced from a late submission at a rate of 5% per day.** The two other major assignments (Program Proposal and Course Reflection) are due on the final day of class and thus cannot be accepted late.

Assignments are submitted via posts on the *Discussion Board* will not be accepted late. It is critical that others in the course be able to read/view and respond to your contributions in a timely manner as the course progresses. The only other assignments, the Research Paper and Course Reflection, are due on the final day of classes and thus cannot be accepted late.

Work missed due to illness, religious holidays, or other pre-approved circumstance(s) may be made up per agreement with the instructor. Work missed for other reasons or without adequate communication with the instructor may not be made up.

Students with disabilities

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Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students 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.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with your instructor.

Course Evaluations

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/>.”

Campus Resources for Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

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University Police Department: 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Campus Resources for Academic Support

If you have difficulty accessing online course reading or materials, please reference the citation or document name and author in a Google Search to locate the document before contacting the instructor or the Help Desk.

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.

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

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

<http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

UF Computer Help Desk can be reached at helpdesk@ufl.edu and/or <https://helpdesk.ufl.edu>.