HSC 6665, Health Communication

Sections 24368 ~ Spring 2024 ~ 3 credit hours

Professor Information

Instructor Name & Title	Email & Canvas Contact	Office Hours
Joy L. Rodgers, PhD, MCHES®	rodgersj@ufl.edu	Monday through Thursday
Instructional Associate Professor	Canvas Inbox	By appointment via Zoom

General Course Information

Description

This three-credit course covers health communication processes and practices for health consumers and health professionals who facilitate health consumers.

Goal & Philosophy

My goal is to promote your understanding of how the health industry operates and what role you, as a health practitioner and consumer of health, play in that operation. My philosophy is that to really understand any component of the health industry, you must understand how the components work together and what factors have shaped and continue to shape the field.

Instructional Materials & Methods

Required Text

Du Pré, A. (2021). *Communicating About Health: Current Issues and Perspectives* (6th ed.). New York: Oxford University Press. **Note: *This course aligns with the 6th edition of the textbook. If you choose to purchase/rent/study a previous or more recent edition of the text, you may not receive the full benefit of the course.***

Supplemental Resources

Additional readings and materials, including videos, may be assigned throughout the course of the semester. These readings and materials will be made available within the Canvas course module for which they are assigned.

Class Format

This course is conducted fully online in an asynchronous format with pre-set weekly assignment deadlines. This means you will view module video lectures and complete weekly assignments on your own time and submit weekly assignments by a designated due date, as listed in the online Canvas course schedule summary. **Note: *The course is set up to be completed in a sequential order, meaning you must complete the orientation module before you may have access to the first course module and so on.***

Learning Outcomes

Course Objectives

By the end of this course, you should be able to:

- Knowledgeably discuss current issues in health care.
- Apply strategies to improve communication between patients and providers.
- Contrast cultural viewpoints about health.
- Define the role of social support in maintaining health and coping with illness.
- Explain advantages and challenges of communicating about health through various forms of media and media channels.
- Evaluate health images in the media and apply media literacy concepts to improving health messages.
- Identify appropriate theoretical frameworks to promote behavior change.
- Create effective message strategies to promote better health among populations.

Success Defined

You will demonstrate achievement of course objectives by:

- Performing well on online reading and video lecture quizzes.
- Engaging actively with peers through online discussions.
- Reflecting on your own experiences as they relate to course topics and content.
- Developing culturally appropriate health messages.

Tips for Success

I want to see you succeed! Here are some suggestions on what you can do to be successful in this course:

- Plan to spend at least nine to 10 hours a week on this course. **Note:** *This study time recommendation is based on UF research.*
- Complete assigned readings and watch video lectures **before** attempting to complete assignments. In doing so, you will be familiar with the material and better able to complete the quizzes, discussions, and activities.
- Use the module learning objectives and review questions at the end of chapter readings to guide your study and assignment preparation.
- Be an active participant in class discussions and activities.
- Read all assignment instructions and prompts before attempting to complete assignments to ensure you understand expectations.
- Implement suggested feedback. You will receive feedback on assignments to help you improve. Please reach out if you have any questions or concerns about, or disagreements with my feedback. **Note:** *All feedback given is intended to support student improvement, meaning to be constructive. Sometimes feedback can come across as abrupt. Speaking to me directly during office hours about any concerns will help ease anxiety and help guide improvements. In any case, please don't wait until the end of the semester to express concerns.*
- Keep up. Make a notation in your calendar of all assignment deadlines to be sure you don't overlook an assignment due date. Strive to submit assignments before the stated deadlines.
- Check in to the course website two times a week to make sure you don't miss important announcements.
- Strive to make assignments meaningful and relevant to your context.
- Ensure you have reliable high-speed Internet access.
- Use a word processor when posting discussion and other assignments. (This will allow you to save your work in case of any unexpected technical glitches and you will be able to use the spelling and grammar checker before you submit your work.)
- Avoid formatting mistakes, typos, and submitting the wrong document. ***Always*** proofread your work, double-check the document you submitted, and use spellcheck in Word to avoid unnecessary typos and grammatical errors. **Note:** *I encourage you to use Grammarly, a free grammar app available for download through UF Computing.*

- Talk with me whenever (1) a problem related to the course arises; (2) you feel the need to clarify questions; (3) you desire to further explore topics of particular interest; or (4) an emergency arises.

Assignment Policies

Assigned Work

You are expected to do your own original and best work. All assignments should be submitted **before** the stated deadlines. **No extra credit opportunities, additional assignments, or opportunities to revise assignments will be provided.** Except for **documented medical or immediate family emergencies**, no late work or email submissions will be accepted.

Allowable Late Assignments

I recognize life happens, and challenges may arise that prevent you from completing an assignment on time. In these rare instances, you may submit after the deadline **if you are able to provide an acceptable, University-approved reason with proper documentation for missing the deadline**. University-approved reasons are:

- Participation in an activity appearing on the University-authorized list.
- Death or major illness in your immediate family (mother, father, sister, brother, etc.).
- Personal illness or an illness of a dependent family member.
- Participation in legal proceedings or administrative procedure that requires your presence.
- Observance of a religious holy day.

Makeups & Alternative Assignments

If an emergency arises that causes you to miss an assignment deadline, you should **contact me within 24 hours of missing the deadline.** You will then need to **provide formal documentation within 48 hours**, or within a reasonable period, to receive consideration to either make up the missed assignment or be given an alternative assignment to complete.

I encourage you to communicate with me immediately if you miss a submission deadline. The longer you wait to communicate a difficulty, the less likely a makeup or alternative assignment will be possible. Decisions to allow makeups or provide an alternative assignment will be made by me after consulting the university policies specified in the UF Graduate Catalog.

Excessive Missing Assignments

The university recognizes the right of instructors to make attendance mandatory and require documentation for absences, missed assignments, or failing to fully engage in class, including class discussions. After due warning, instructors can prohibit further attendance and subsequently assign a failing grade for the excessive absences. This policy applies to both in-person and online class instruction. **<u>Note:</u> *If you are missing assignments for any reason, please reach out to me immediately. Failing to communicate with me (e.g., respond to emails, discuss progress in the course) could lead to removal from the course for excessive absences and failure to fully engage in the course. I truly dislike having to take such measures. Communication is one of the keys to success in this course.***

Grading Policies

Course Assessments

You will be graded based on your performance on the weighted assignment groups described as follows:

1. **Quizzes:** This course entails two types of quizzes – orientation and module. Quizzes are designed to measure competence and application of material presented and prepare you for completing discussion and reflection assignments. This means you should strive to take the quizzes before attempting to complete the other module assignments. The purpose of the quizzes is to help you identify how well you are grasping the course materials (e.g., readings and video lectures) and to help you identify what areas you may need to devote more time to study and practice. All quizzes are brief and time-limited (five questions, 10 minutes). Quiz format may vary and include a range of question types from multiple choice, true-false, matching, fill-in-the-blank, and/or short-answer. You may use your textbook and notes when you take these quizzes (i.e., open-book, open-notes). You get two chances to achieve a score of 100% on each quiz. If you fail to reach a 100% score on the second attempt, then the highest score of the two attempts will be recorded in the gradebook. If you score less than 100% on a quiz without submitting a second attempt by the quiz deadline, the score on the one attempt is the final score recorded in the gradebook. No additional attempts on quizzes will be available after the quiz submission deadline. **Quizzes comprise 15% of your final grade. Module quizzes are due on Saturday of the week the module opens. The Orientation quiz is due after the end of the add/drop period.** <u>Note:</u> *More information is given under the heading of Quiz Administration and Questions on this syllabus.*

2. **Discussions:** Course discussions aim to promote engagement with the course materials, and your instructor and peers. Discussions entail two parts: an original post and a peer reply. Posts should be thoughtful and not simply a restatement of what was read or said. In other words, you should use critical thinking and cite course material and/or readings and videos when developing original posts. Peer replies should be thoughtful and go beyond simple "I agree" or "I disagree" statements. My advice is to treat your peer response as if you were speaking in class to help advance the discussions and not repeat what your peer or you have already said. The idea is to expand on the discussion in a meaningful way. **Discussions comprise 30% of your final grade. Original discussion posts are due on Saturday of the week the module opens. Peer replies are due on Tuesday of the next week.** <u>Note:</u> *Although discussion assignments remain open to accommodate peer replies, original posts must be submitted by the original post deadline (Saturday) for consideration of full points on the discussion.*

3. **Health Associations:** Health Associations are individual research and reflection assignments meant to help you think more critically about the practice of health communication. You should use these reflective Health Associations to demonstrate your understanding and application of the module content. <u>Note:</u> *Health Associations assignments should be professionally written, displaying appropriate graduate level work.* **The use of Grammarly is encouraged, especially if you have trouble with grammar. Also, consider the audience for this group of assignments to be someone unfamiliar with the questions being asked in the assignment prompts. This should help you write clearly. Health Associations account for 30% of your final grade and are due on Tuesday of the week after the module opens.**

4. **Communication Challenge:** The Communication Challenge is an end-of-term project intended to serve as a way for you to demonstrate your knowledge and skills gained from the course. You will conduct research on a health topic of your choosing and then apply your knowledge from the course and your research to create a culturally appropriate health message strategy to address the health issue. You will create your health message strategy in a one-page infographic using Canva and write a statement highlighting your research and reflecting on your creation process. <u>Note:</u> **The Final Project module is available from the outset of the semester. I encourage you to review the project expectations early to help with time management. The Communication Challenge project accounts for 25% of your final grade and is due on April 24.**

Breakdown of Weighted Assigned Groups

Assignment Group	Total Number of Assignments (Total Possible Points)	Weighted Percent of Final Grade
Quizzes (Orientation, Module)	10 (110)	15
Discussions & Peer Replies	9 (83)	30
Health Associations	9 (90)	30
Communication Challenge	2 (110)	25

Grading Scale

Assignment of final course grades will be made based on the **default UF grading scale** that follows. No extra credit assignments or points will be given. <u>**Note:**</u> *UF grades and grading policies may be accessed at* <u>*Grades and Grading Policies*</u>.

Letter	Percentage	Letter	Percentage
A 😊	100.0-94.0	**C**	<77.0-74.0
A-	<94.0-90.0	**C-**	<74.0-70.0
B+	<90.0-87.0	**D+**	<70.0-67.0
B	<87.0-84.0	**D**	<67.0-64.0
B-	<84.0-80.0	**D-**	<64.0-61.0
C+	<80.0-77.0	**E** 😠	≤61.0

Grading Timeline and Concerns

My goal is to return assignments in a timely manner, meaning within 72 hours of assignment due dates. More often, however, graded assignments are released between 24 and 48 hours of submission deadline.

If you believe an error has been made in grading, you should first review the assignment instructions and rubric carefully. Then, you should check relevant policies on the syllabus. If, after doing these two things, you still believe an error has been made, you should (1) state the problem **in detail** in writing and (2) follow up with me during office hours. <u>**Note:**</u> *You are expected to review my feedback given on each assignment within 24 hours of the return of the assignment. No grades will be reviewed after that 24-hour period.*

If you have questions following the posting of final course grades at the end of the term, you should present your concerns in person, by phone or via Zoom during finals week or at the beginning of the next semester, as appropriate. **Per UF policy on protected student information, no emails regarding final grades will receive a response. No emails will be responded to regarding final grades.**

Course Schedule

The following course schedule is subject to change to accommodate unforeseen circumstances.

Week No. Dates	Module No. Topic	Assignments Key: Q=Quiz; D=Discussion; PR=Peer Reply; HA=Health Associations	Due Dates* *11:59 p.m. on date listed
1 Jan 8-13	0 + 1 Orientation + What Is Health Communication? R: Text Ch 1	• Q: (M0) Orientation; (M1) Applying Communication Principles • D: (M0) Introduce Yourself • HA: (M1) Characteristics of Health Communication	• **Jan 13: Orientation, M1 Quiz & Introduction Discussion** • **Jan 16: Discussion Peer Reply & HA1**
2 Jan 14-20	2 Current Issues in Health Communication R: Text Ch 2	• Q: Managed Care Vocabulary • D: Health in the News • HA: Medicine Through the Ages	• **Jan 20:** Quiz & Discussion • **Jan 23:** Peer Reply & Health Associations
3 Jan 21-27	3 Patient-Provider Communication R: Text Chs 3-5	• Q: Patient-Provider Perspectives • D: The Agony of Uncertainty • HA: Integrative Health Model	• **Jan 27:** Quiz & Discussion • **Jan 30:** Peer Reply & Health Associations
4 Jan 28-Feb 3	4 Social & Cultural Influences in Health R: Text Chs 6 & 7	• Q: Role Sets & Aging • D: Cultural Competency • HA: Health as Expanded Consciousness	• **Feb 3:** Quiz & Discussion • **Feb 6:** Peer Reply & Health Associations
5 Feb 4-10	5 Social Support R: Text Ch 8	• Q: Social Support • D: Social Support & End of Life • HA: Comforting a Friend	• **Feb 10:** Quiz & Discussion • **Feb 13:** Peer Reply & Health Associations
6 Feb 11-17	6 eHealth, mHealth, & Telehealth R: Text Ch 9	• Q: eHealth, mHealth, & Telemedicine • D: Meet ePatient Dave • HA: Health Information Seeking	• **Feb 17:** Quiz & Discussion • **Feb 20:** Peer Reply & Health Associations
7 Feb 18-24	7 Health in the Media R: Text Ch 11	• Q: Health in the Media • D: Media Literacy • HA: Toys and Self-Image	• **Feb 24:** Quiz & Discussion • **Feb 27:** Peer Reply & Health Associations
8 Feb 25-Mar 2	8 Planning Health Campaigns R: Text Ch 13	• Q: Situation, Goals, & Objectives • D: Campaign Development • HA: Motivating Factors	• **Mar 2:** Quiz & Discussion • **Mar 5:** Peer Reply & Health Associations
9 Mar 3-9 **Deadlines & order differ.**	9 Implementing Health Campaigns R: Text Ch 14	• Q: Program Implementation • D: Message Development** • HA: Message Characteristics**	• **Mar 9:** Quiz, Health Association, & Discussion & Peer Reply**

Week No. Dates	Module No. Topic	Assignments Key: Q=Quiz; D=Discussion; PR=Peer Reply; HA=Health Associations	Due Dates* *11:59 p.m. on date listed
10 **Mar 10-16**		**Have a Safe and Enjoyable Spring Break!**	
11 Mar 17-23	Final Project Communication Challenge Brainstorm	• **See Course Project module for preparation resources and materials.** • **Meetings with Dr. Rodgers**	• **See Course Project module for project planning timeline.**
12 Mar 24-30	Final Project Communication Challenge Design & Develop	• **See Course Project module for preparation resources and materials.** • **Meetings with Dr. Rodgers**	• **See Course Project module for project planning timeline.**
13 Mar 31-Apr 6	Final Project Communication Challenge Market Test	• **D: Infographic Market Test**	• **Apr 6: Discussion** • **Apr 9: Peer Reply**
14 Apr 7-13	Final Project Communication Challenge Prepare for Finalize & Reflect	• **Use this week to incorporate instructor feedback to revisions of draft infographic (market test) and write reflection.**	• **See Course Project module for project planning timeline.**
15/16 Apr 14-24	Final Project Communication Challenge Finalize & Reflect	• **Project: Communication Challenge**	• **Apr 24: Communication Challenge** • **Apr 26: Course Evaluation**

Additional Policies & Information

Online Office Hours and Best Practices for Students

Office hours are an important part of supporting you in your learning throughout this course. Even if you do not have specific questions, needs, and concerns, I would love to meet up with you at least once during this semester. **I am open to meeting with you Monday through Thursday by appointment via Zoom.** To schedule a time to meet, please email me at least 24 hours in advance to arrange a specific time to meet via Zoom.

The following tips comprise a set of "best practices" to help you get the most out of online office hours:

- **Ask questions!** I will not re-lecture content, but I will gladly explain things differently. **All questions are welcome!** There are no "bad" or "dumb" questions.
- **Listen and take notes during the session.** I may give you valuable additional information.
- **Use your microphone and camera!** Although the session is virtual, seeing the person in the "room" supports better engagement and allows me to gauge your understanding through facial cues, e.g., a frown, smile, raised eyebrow.
- **Tell stories!** It's fun to share applications of the material and it's **great for learning!**

Name & Pronouns

Everyone has the right to be addressed by the name and pronouns they use for themselves. You can indicate your preferred/chosen first name and pronouns on Canvas, which appear on class rosters. I am committed to ensuring that I address you with your chosen name and pronouns. Please let me know what name and pronouns I should

use for you if they are not on the roster. Please remember: A student's chosen name and pronouns are always to be respected in discussions.

Course Communication

You should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. **To "regularly check" means at least two times a week.** If you fail to keep up with posted announcements, you risk missing valuable information related to the course, including changes in assignment due dates.

Outside of my scheduled office hours, the best way to reach me directly is to use the Inbox tool on the Canvas course website. If you message me using my UF email address (rodgersj@ufl.edu), you risk a longer wait for a response because of the high volume of messages I receive at this email address. **You should reserve your use of email to ask questions related to personal concerns such as grades, missed assignments, or emergency situations.** I typically respond within 24 hours to emails received Mondays through Thursdays. Messages received after **5 p.m. on Thursday** and/or during the weekends will likely receive a reply the following Monday. **All email correspondence to me must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course and section number in the subject line.** <u>Note:</u> *Although I refrain from answering messages on the weekends and holidays, I do try to monitor my Inbox (both Canvas and UF) and will respond to urgent messages as appropriate.*

If you have a question specifically related to the course – for example, assignment instruction clarification – you should "Raise Your Hand" in the appropriate module course questions discussion forum. <u>Note:</u> *The course is set up to require you to view the questions forum for each module. I encourage you to not only post your questions in the forum but also regularly check for questions posted by your classmates. Information posted in the forums could be of great benefit for helping you through the course.* If you have a question, chances are one or more of your classmates may be wondering about the same thing! My response could benefit everyone in the class. Do not be shy about asking questions in the forum.

Participation & Engagement

Participation is my first recommendation for successful completion of this course and the means to receive optimal benefit for your time and money. Strong participation means being actively engaged in discussions, asking interesting questions, and demonstrating that you read and have thought about the material. Participation also translates through being alert, showing curiosity about your own and others' perspectives on an issue, demonstrating respect for others' opinions and ideas through acknowledging their view, and asking for clarification when you aren't sure. <u>Note:</u> *See additional information on course engagement and participation under the earlier heading of "Assignment Policies/Excessive Missing Assignments."*

A Note About Participation & Difficult Moments

Sometimes class discussions can be difficult. You might feel triggered by course content or by something said in a post. You might find it difficult to communicate with others across differences. Or, you haven't had much practice talking about a difficult and/or controversial topic in public settings.

I suspect that as we practice talking about difficult topics, we may make missteps, embarrass ourselves, or even hurt one another's feelings. Such occurrences are part of the learning process and will may occur with this class as well. I hope we can forgive ourselves and others as we make these missteps.

I also hope when such situations arise, we can talk about them. I know we will all get better at these "difficult moments" in time, and I urge you to stay with the process. Refusing to speak or missing a discussion may bring some relief in the short term, but in the long run, these behaviors tend to curtail learning, and we all lose an opportunity to gain more experience in communicating with and across all our differences.

Let's keep the lines of communication open. I invite you to talk to me personally or drop me an email and let me know how the course is going for you at any time. Your feedback is important to my teaching and to your classmates' learning.

Technology

This course uses the Canvas course management system, which employs several tools to facilitate individual and group communication within the course, as well as manage submission and grading of assignments. Proficiency in using Canvas is important. Several video tutorials on how to use the various tools within Canvas are available through the Help Center in Canvas. Video guides may be accessed at https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#Students. Non-video guides may be accessed at https://community.canvaslms.com/t5/Student-Guide/tkb-p/student. **Note:** *If you experience technical difficulties using course technology, you should contact the UF Help Desk (352.392.4357) before reaching out to me.* Canvas resources also may be accessed under the heading "How to Use Canvas" on the Technical Requirements page in the Canvas Orientation (Start Here) Module.

Quiz Administration & Questions

If you have a question about a quiz after completing your second attempt or the quiz closes, then you may send me an email (rodgersj@ufl.edu or Canvas Inbox) in which you should describe your concern(s) to include any justification and/or documentation (from lecture and/or readings) to support your concern, for example a page number of the textbook or slide number or slide title from video lecture and a statement of your understanding of the material. **A message simply stating you have a concern without a valid reason or support will not be sufficient to merit a review. Also, since quiz questions and responses are shuffled and randomized, just stating the question number is *not* acceptable for a review. Attaching a screenshot of the question in an email also is *not* acceptable because the high security measures embedded into Canvas frequently strip attachments from messages, especially if the source is unknown.** You must send an email expressing your concern **within 24 hours of completing the second attempt on the quiz**. I will evaluate the validity of each concern and take appropriate action as needed (e.g., respond with clarification, modify the grade as warranted). **Note:** *Please do not post a question on a quiz to the module question forum because other students may still need to take the quiz.*

Disability Accommodation & Inclusive Learning Statement

Your success is important to me. The University of Florida is committed to making reasonable, effective, and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you require accommodations, please register with the Disability Resource Center (https://disability.ufl.edu/students/get-started/) to have an accommodation letter sent to me. **Note:** *Accommodations cannot be made retroactively, so please contact me immediately, or as soon in the term as possible to ensure proper application of accommodations.*

We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together, we will develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus. Please also see the heading Getting Additional Help.

Academic Honesty

We want our learning environment to be honest and fair. The University of Florida has an Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) that specifies a number of behaviors that are in violation of this code and the possible sanctions. Cheating and plagiarism are among the forms of dishonest behaviors.

Plagiarism is any attempt to take credit for work done by another person. Yet, all scholars rely on the work of others to shape their own knowledge and interpretations. This means that in your writing you must acknowledge

the importance of other works through direct textual references to influential books, articles, media texts (including Internet resources) and ideas. You need to use quotation marks and/or cite your source(s) when you:

- Use other people's sentences, words, or concepts.
- Summarize or paraphrase ideas or opinions.

Collaborating with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is not plagiarism. Using an outline or thesis given to you by someone else without substantial modification is plagiarism. If you have any questions about what may constitute plagiarism, please consult with me.

Course Evaluation

You are expected to provide professional and respectful feedback on the quality of instruction in this course by completing the online course evaluation via GatorEvals. You may go to https://gatorevals.aa.ufl.edu/students/ for guidance on how to give feedback in a professional and respectful manner.

You will receive an email from GatorEvals containing information on when the course evaluation period starts. Course evaluations may be completed using the link provided in the email from GatorEvals. Alternatively, you may complete course evaluations via https://gatorevals.aa.ufl.edu/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results. **Note:** *UF policy does not allow students to be given extra credit for completing course evaluations. Any professor who offers points for course evaluation submissions is violating UF instructional policies.*

Getting Additional Help

Canvas & Computing

For computing issues or technical difficulties using Canvas, contact the UF Help Desk at:

- https://helpdesk.ufl.edu/
- 352.392.4357
- helpdesk@ufl.edu

Any requests for makeups due to technical issues **must** be accompanied by the **ticket number and the message resolution (email)** received from LSS when the problem was reported. The ticket number will document the time and date of the problem. You **must** contact me **within 24 hours** of the technical difficulty if you wish to request a makeup.

Academic Resources

Academic resources include:

- Career Connections Center (C3) (https://career.ufl.edu/), Reitz Union, Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support (https://cms.uflib.ufl.edu/ask). Various ways to receive help with respect to using the libraries or finding resources.
- Teaching Center (https://teachingcenter.ufl.edu/), Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio (https://writing.ufl.edu/writing-studio/), 2215 Turlington Hall, 325-846-1138. Help brainstorming, formatting, and drafting papers.
- Students Complaints On-Campus (https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/).
- Online Students Complaints (https://flexible.dce.ufl.edu/student-complaints/).

Health & Wellness Resources

Health and wellness resources include:

- UMatter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit https://umatter.ufl.edu to refer or report a concern and a team member will reach out to the person in distress.
- Counseling and Wellness Center: Visit https://counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crises services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit https://shcc.ufl.edu/ .
- University Police Department: Call 352-392-1111 (or 9-1-1 for emergencies) or visit the UF Police Department website at https://police.ufl.edu/.
- UF Health Shands Emergency Room/Trauma Center: Call 352-733-0111 for immediate medical care or go to the emergency room at 1515 SW Archer Road, Gainesville. The website is accessible at https://ufhealth.org/emergency-room-trauma-center.