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| **Course overview** | |
| **Description** | Tutorial, to be arranged; internship, eight to 10 hours. Limited to Public Health majors and minors. Internship in corporate, governmental, or nonprofit setting coordinated through Director of Undergraduate Experiential Learning with support from the Center for Community Engagement. Students complete weekly written assignments, attend biweekly meetings with Instructor, and write final research paper. Instructor constructs series of reading assignments that examine issues related to working in the field of public health. Individual contract with instructor required. Letter grading. |
| **Prerequisites** | Majors only, or minors with permission of instructor. |
| **Instructor** | Lindsay Nicole Rice, MSW  Director of Undergraduate Experiential Learning  UCLA Fielding School of Public Health (FSPH)  Office: CHS A1-265  Email: lrice@ph.ucla.edu |
| **Office hours** | Monday: 11am-1:30pm  Tuesday: 1-3:30pm  Wednesday: 9-10:50am  Thursday: 1:30-3:20pm  Individual 30-minute appointments for in-person or virtual office hours can be made at:  <https://calendly.com/lindsaynicolerice/office-hours> |
| **Teaching Assistants** | N/A |
| **Course days, times, location** | Zoom or in-person meetings scheduled in advance. |
| **Materials** | All readings for this class can be found on the course BruinLearn site.  There is no required textbook. All readings and writing assignments need to be completed each Sunday by 11:59PM PST. We will discuss during bi-weekly meetings. For some days, a link to a brief YouTube video will appear on the website. |
| **Format** | The format of this course includes off campus internship work with an approved community, governmental, or corporate placement, weekly written assignments, biweekly meetings with instructor, and a final research paper. |
| **Website** | <https://bruinlearn.ucla.edu>  All assignments will be posted on the course website If you are unable to access the course website, please contact the Instructor. |
| **UCLA Center for Accessible Education (academic accommodations** | Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](http://www.cae.ucla.edu). |
| **FSPH equity, diversity, and inclusion** | The UCLA Fielding School of Public Health's Office of Equity, Diversity, and Inclusion and the FSPH Diversity Committee, which is comprised of students, staff, and faculty, consulted broadly, and identified six priorities for addressing anti-racism and creating a culture of inclusion within our community. The priority areas are: (1) Pathways, (2) Recruitment, (3) Community, (4) Belonging, (5) Training, and (6) Infrastructure. Based on this input, the Fielding School has prioritized the development of programing that will address the interpersonal and intrapersonal needs of our community—specifically developing a foundation for addressing systemic inequality within and outside of the school.  <https://ph.ucla.edu/about-fsph/fsph-equity-diversity-and-inclusion-taking-action-together> |
| **Equity, diversity, and inclusivity** | UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your advisor if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website at [www.equity.ucla.edu](http://www.equity.ucla.edu). |

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| **Course outline and assignment due dates** | |
| Please note that this syllabus is subject to change.  **DUE DATES:** Assignments are due weekly on Sundays at 11:59pm PST and must adhere to the word count expectations. Assignments must also be submitted in MS Word format, 12-point font in Times New Roman, and with one-inch margins. The documents must be uploaded to the class website. Feedback on assignments will be provided at regularly scheduled meetings. Assignments submitted late will receive a grade reduction (a half letter grade for each day). With advance notice and permission from the instructor, late assignments may be accepted without a grade penalty.  **BI-WEEKLY MEETINGS**  Scheduled during intake appointment via Calendly. Attend biweekly discussion sessions with your instructor at least four times, in addition to the intake meeting. Come to each individual 30-minute meeting prepared to lead a one-on-one discussion about your (1) weekly assignments, (2) research paper, (3) current internship and/or (3) future career trajectory. This course is an upper-division independent study course and your participation score for each meeting is based not only on whether you are engaged and up-to-date on the readings and assignments, but also on how prepared you are to dig deeply and think critically about your internship experience and course assignments. Meetings that focus on superficial analysis or that consist largely of the instructor asking questions instead of the student leading the conversation will not receive full credit. Additionally, if a student is more than 10 minutes late or cancels less than 1 hour in advance they will not receive full participation credit. Meetings can be rescheduled one-time and must be rescheduled in advance.  Please come to meetings with an agenda or series of questions. Meetings should generally follow the following schedule:   * Meeting 1 (Weeks 1-2 for intake) * Meeting 2 (Weeks 3-4) * Meeting 3 (Weeks 5-6) * Meeting 4 (Weeks 7-8) * Meeting 5 (Weeks 9-10) | |
| **Week 1** | **Introduction to 195CE and your internship**  No readings or response.  Submit all course enrollment paperwork by Friday of Week 2. |
| **Week 2** | **Connecting theory to community engagement**  Objective:  Public health practice benefits greatly from theoretical frameworks that can guide research as well as the development and implementation of public health programs and policies. This week’s readings will introduce you to several theories that are commonly used in public health and will assist you in understanding your organization and the work you do at your placement.  Reading: **Total 14 pages**   * The Successful Internship in the CCE Welcome Packet * Glanz, K., & Rimer, B. K. (2005). Theory at a glance: A guide for health promotion practice. Bethesda, MD: US Department of Health and Human Services, National Institutes of Health, National Cancer Institute.   + Ecological Perspective (pp. 10-12)   + Individual or intrapersonal: Health Belief Model (pp. 13-14)   + Interpersonal Level: Social Cognitive Theory (pp. 19-21)   + Community Level: Community Organization (pp. 22-27)   Optional Reflection Activity:  Using the socio-ecological framework described in the Glantz text, identify which level your organization lies in (intrapersonal, interpersonal, community) and why. |
| **Week 3** | **The path to achieving health equity through public health**  Objective:  Public health professionals and organizations often develop programs, policies, and services with the intention of improving health equity. Systemic inequity negatively impacts population health with marginalized communities often being the most affected. This week’s readings will introduce you to health inequities in various contexts with COVID-19 as an example of how health problems differ across the population.  Reading: **Total 10 pages**   * Gee, G. C., & Payne-Sturges, D. C. (2004). Environmental health disparities: a framework integrating psychosocial and environmental concepts. *Environmental health perspectives, 112*(17), 1645–1653. <https://doi.org/10.1289/ehp.7074> * Laster Pirtle, W. N. (2020). Racial capitalism: A fundamental cause of novel coronavirus (COVID-19) pandemic inequities in the United States. *Health Education & Behavior, 47*(4), 504–508.   Writing assignment (650 words):  Describe how the concepts of health inequity, inequality, and disparity are similar and different? Why is it important to differentiate these concepts? (250 words)  How does your organization see its role in addressing health disparities? Please provide examples of services, practices, or statements. (250 words)  Describe your role in the organization and reflect on what you hope to accomplish through the experience. (150 words) |
| **Week 4** | **Developing your research paper**  Objective: You will develop a proposal for your research paper and submit it for approval.  Reading:   * Watch: <https://youtu.be/166FXhGd9T4>   Written assignment (250 words):  Develop a 1-page research proposal by answering the following questions:   * 1. Describe your research topic and include background information.   2. What research question are you going to answer?   3. How will you go about answering your research question? What method will you employ (observational data, literature review, etc.)   4. List a minimum of 3 peer-reviewed scholarly articles with **APA citations** that you will use throughout your paper and provide a short summary of each. Include the main argument, methods used, results, and how it relates to your topic.   Resources:   * UCLA research guide: <https://www.library.ucla.edu/research-teaching-support/research-help/start-your-own-research-guide-or-tutorial> * Finding scholarly articles at UCLA: <https://guides.library.ucla.edu/c.php?g=996208&p=7209464#s-lg-box-22887730> * Accessing UCLA Library resources remotely: <https://uclalibrary.github.io/research-tips/get-configured/>   APA Citation Guide: <https://guides.himmelfarb.gwu.edu/APA/journals> |
| **Week 5** | **Community-based participatory research (CBPR) in public health**  Objective:  Community-based participatory research, or CBPR, is an effective public health research method that brings researchers and community members together as partners in addressing diseases and conditions disproportionately affecting a community. Despite CBPR’s benefits, the approach is not without special challenges relating to ethical, cultural, and scientific issues. This week’s readings will introduce you to CBPR and the benefits and challenges public health practitioners face when working with communities.  Reading: **Total 38 pages**   * Heitman, E., McKieran, L. (2004). Module 4: Community based practice and research: Collaboration and sharing power. In B. Jennings, J. Kahn, A. Mastroianni, & L. Parker (Eds.), Ethics and public health: Model curriculum. Washington, DC: Association of Schools of Public Health 🡪 **Only read pg. 103 - 114** * Bowen, TS., Lundberg, K. (2012). When BEST Intentions Go Awry: Arsenic Mitigation in Bangladesh. Case Consortium at Mailman School of Public Health. Columbia University. * Werito, V., Belone, L. (2021). Research From a Diné-Centered Perspective and the Development of a Community-Based Participatory Research Partnership. *Health education & behavior: the official publication of the Society for Public Health Education, 48*(3), 361–370. https://doi.org/10.1177/10901981211011926   Writing assignment; two options (250 words):  **OPTION 1**: Does your organization engage in community-based participatory research? Describe a recent or notable project (i.e., its origins, participants, project, outcome) and identify effective strategies used in the partnership or challenges the participants faced. (250 words)  **OPTION 2**: If your organization does not engage in CBPR, please describe a project you think your organization might benefit from if CBPR was used. What is the project? Who are the participants? What is the desired outcomes? Identify potential challenges and how CBPR may address them. (250 words) |
| **Week 6** | **Is public health the same as healthcare?**  Objective:  The field of public health is understood as the health promotion of populations and disease prevention through policy, education, and research while healthcare at the individual level is mainly focuses on the diagnosis and treatment of disease. This week’s readings will introduce you to how healthcare and public health are framed and how your organization participates in promoting the health of individuals and/or communities.  Reading: **Total 19 pages**   * Black, K. Z., Lightfoot, A. F., Schaal, J. C., Mouw, M. S., Yongue, C., Samuel, C. A., Faustin, Y. F., Ackert, K. L., Akins, B., Baker, S. L., Foley, K., Hilton, A. R., Mann-Jackson, L., Robertson, L. B., Shin, J. Y., Yonas, M., & Eng, E. (2021). 'It's like you don't have a roadmap really': using an antiracism framework to analyze patients' encounters in the cancer system. *Ethnicity & health, 26*(5), 676–696. https://doi.org/10.1080/13557858.2018.1557114   Written assignment (250 words):  Describe your organization’s role in healthcare and how they are engaged in public health work though policy, education, and research. What is your role as an intern and how has this experience informed your thinking to date? (250 words) |
| **Week 7** | **Research paper progress**  Objective: You will submit a 4 to 5-page draft of your research paper.  Reading:   * None   Written assignment (1000-1250 words):  Submit a 4 to 5-page draft of your research paper following APA format. It should include a title page and reference list which do not count towards the page limit.  Resources:  Title page format: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/title-page> |
| **Week 8** | **A case study of how healthcare legislation impacts public health**  Objective:  The 2017 Medicare For All (MFA) legislation called for dramatic changes to the US healthcare system which would have directly impacted healthcare providers, insurance, and public health. Please read both articles to familiarize yourself with the proposed legislation.  Reading: **Total 21 pages**   * Liu, J. L., & Brook, R. H. (2017). What is Single-Payer Health Care? A Review of Definitions and Proposals in the U.S. *Journal of general internal medicine, 32*(7), 822–831. https://doi.org/10.1007/s11606-017-4063-5 * Keith, K., Jost, T. (2017). Unpacking The Sanders Medicare-For-All Bill. *Health Affairs Blog.* DOI: 10.1377/hblog20170914.061996 * Guidelines on how to write a policy brief:   <https://www.pep-net.org/sites/pep-net.org/files/typo3doc/pdf/CBMS_country_proj_profiles/Philippines/CBMS_forms/Guidelines_for_Writing_a_Policy_Brief.pdf>  Written assignment (350 words):  Please write a policy brief discussing the known or potential impacts of Medicare for All’s (MFA) on your internship site. If the MFA would have no impact, please write a policy brief discussing your stance on the proposed bill, what you like/dislike and why, and propose alternatives, if appropriate. (350 words) |
| **Week 9** | **Communicating public health**  Objective: Health communication is a vital component of public health programs in order to improve quality of life for individuals and populations. This week, you will learn the importance of effective health communications, guidelines of creating content, and how to deconstruct messages conveyed in media.  Reading: **Total 35 pages**   * Rimal, R. N., & Lapinski, M. K. (2009). Why health communication is important in public health. *Bulletin of the World Health Organization, 87*(4), 247–247a. https://doi.org/10.2471/blt.08.056713 * Centers for Disease Control and Prevention. (2019). CDC Clear Communication Index: A tool For Developing and Assessing CDC Public Communication Products. Office of the Associate Director for Communication. https://www.cdc.gov/ccindex/pdf/clear-communication-user-guide.pdf. * Flyer: Have you been exposed to or tested positive for COVID-19? Kentucky Department of Public Health * Flyer: Don’t Wait ‘Til It’s Too Late: Addiction Consequences of Vaping. Dixon High School, Illinois.   Written assignment (350 words):   * Practice deconstructing public health communications with **three** examples of media. You are provided with two and will need to find a third on your own. I recommend looking into examples at your organization. * For each flyer, please answer the following **Center for Media Literacy: Five Key Deconstruction Questions (2005)**:  1. Who created this message? 2. What creative techniques are used to attract my attention? 3. How might different people understand this message differently? 4. What values, lifestyles and points of view are represented in, or omitted from, this message? 5. Why is this message being sent? |
| **Week 10** | **Research paper submission**  Reading:   * None   Written assignment:   * Submit your research paper after going through this checklist:   + Title page is included   + Reference page is included   + Minimum of 3 sources are cited   + Citations follow APA format   Paper is 8-10 pages |

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| **Graded assignments** |
| **Weekly written assignments: 30%**   1. Health equity and health disparities (500 words) 10% 2. Community-based participatory research (250 words) 5% 3. Public health and healthcare (250 words) 5% 4. Policy memo of Medicare for All (350 words) 5% 5. Health communication (350 words) 5% |
| **Final research paper: 40%**   1. Outline of research proposal (250 words) 5% 2. Draft research paper (1000-1200 words) 10% 3. Final research paper (2000-2500) 25% |
| **Participation: 30%**   1. Attending all five meetings with Instructor 30% 2. Timesheet\* Pass/Fail   \*Failure to complete the minimum 80 hours and submitting a timesheet is an automatic failure for the course. |
| **Course grading** |
| **Grading:**   1. Participation 30% 2. Weekly Written Assignments 30% 3. Final Research Paper 40%   Total: 100%  **Grading Policy:**  Grades on final paper, written assignments, and participation are final and not open to discussion. Corrections will be made, however, if a response is clearly and unambiguously incorrectly marked wrong or points have been totaled incorrectly.  **Grading Scale:** The grading scale for the course is shown below.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Grade Point: | 4.0 | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0 | | Final %: | 100-97 | 96-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 77-73 | 72-70 | 69-67 | 66-63 | 62-60 | <60 | | Letter Grade: | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F | |

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| **Overview of course learning outcomes** | | |
| The UCLA Fielding School of Public Health is accredited by the Council on Education for Public Health (CEPH). All required courses for the undergraduate majors require that students can demonstrate the domain knowledge (D9) and competencies (D10) listed in this section. This course may also introduce you to important cross-cutting concepts and experiences (D12). To find more information about CEPH’s goals for undergraduate education in public health, please visit <https://ceph.org/documents/297/2021.Criteria.pdf>.  The course learning outcomes are listed below, including information about which CEPH’s foundational domains, competencies, and cross-cutting concepts and experiences are covered. | | |
| 1. | Define and apply the following core concepts: civic engagement, social responsibility, environmental responsibility, (racial/gender) equity, and governance. | |
| 2. | Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st century work environments. | |
| 3. | Write a research paper integrating real world experience into a disciplinary framework. | |
| 4. | Explore how off-campus, experiential learning contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices. | |
| **D9. Public Health Bachelor’s Degree Foundational Domains** | | **Addressed** |
| 1. | the concepts and applications of basic statistics | N |
| 2. | the foundations of biological and life sciences | N |
| 3. | the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society | Y |
| 4. | the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice | N |
| 5. | the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations | Y |
| 6. | the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course | Y |
| 7. | the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities | Y |
| 8. | the fundamental concepts and features of project implementation, including planning, assessment, and evaluation | N |
| 9. | the fundamental characteristics and organizational structures of the U.S. health system as well as the differences between systems in other countries | Y |
| **D10. Public Health Bachelor’s Degree Foundational Competencies** | | **Assessment** |
| 1. | Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences | Week 8: Create a policy brief of legislation impact on public health and internship placement  Week 9: Written analysis of public health communication and media |
| 2. | Locate, use, evaluate, and synthesize public health information | Week 8: Create a policy brief of legislation impact on public health and internship placement |
| **D12. Public Health Bachelor’s Degree Cross-Cutting Concepts and Experiences** | | **Description of opportunity** |
| 1. | advocacy for protection and promotion of the public’s health at all levels of society | Students complete readings and writing assignments on an antiracist framework, health equity, and community-based practice and research. |
| 2. | community dynamics | Students submit assignments on community dynamics and discuss real-world applications gained from internship during meetings with instructor. |
| 3. | critical thinking and creativity | Students are expected to use critical thinking, creative, and problem-solving skills at internship. Students are encouraged to think critically and creatively in weekly writing assignments and final paper. |
| 4. | cultural contexts in which public health professionals work | Students explore the cultural contexts through internship, weekly written assignment, and discussion with instructor. |
| 5. | ethical decision making as related to self and society | Students support public health interventions and programming at internship. |
| 6. | independent work and a personal work ethic | Students report to internship and are responsible for completing weekly readings and uploading writing assignments. Students schedule bi-weekly 1:1 meeting with instructor and complete an independent research paper. |
| 7. | networking | Students are encouraged to network at internship site and are connected to others by instructor when exploring future career opportunities |
| 8. | organizational dynamics | Students gain experience and internship and discuss at weekly meetings about experiences |
| 9. | professionalism | Students report in-person to internship each week. |
| 10. | research methods | Students complete a research paper. |
| 11. | systems thinking | Students think critically and write about population health, access, and the healthcare system in the U.S. |
| 12. | teamwork and leadership | Students collaborate with supervisor and work with others at internship. They take initiative in bi-weekly 1:1 meeting with Instructor. |

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| **Course policies and UCLA policies** |
| **Message about Academic Integrity to all UCLA Students from UCLA Dean of Students:** UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.  **Forms of Academic Dishonesty:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:  **Cheating:** Unauthorized acquiring of knowledge of an examination or part of an examination   * Allowing another person to take a quiz, exam, or similar evaluation for you * Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc. * Unauthorized collaboration in providing or requesting assistance, such as sharing information * Unauthorized use of someone else’s data in completing a computer exercise * Altering a graded exam or assignment and requesting that it be regraded   **Plagiarism:** Presenting another’s words or ideas as if they were one’s own   * Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam, computer program, oral presentation, or other work) must either be the Student’s own work, or must clearly acknowledge the source.” (UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty–Plagiarism.) * N.B.: Students who represent as their own AI-generated output will be subject to the plagiarism penalties and policies outlined by the Dean of Students.   **Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter.  **Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty   * Taking a quiz, exam, or similar evaluation in place of another person * Allowing another student to copy from you * Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)   **Fabrication:** Falsification or invention of any information in an academic exercise   * Altering data to support research * Presenting results from research that was not performed * Crediting source material that was not used for research   While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don’t take chances**, ask your instructor.  **Alternatives to Academic Dishonesty**   * **Seek out help** – Meet with your professor, ask for assistance as needed * **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment * **See a counselor** at Counseling and Psychological Services, and/or your school, college, or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures   If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu). |
| **Title IX Resources**  Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at:   * CARE Advocacy Office for Sexual and Gender-Based Violence   1st Floor Wooden Center West, [CAREadvocate@careprogram.ucla.edu](mailto:CAREadvocate@careprogram.ucla.edu), (310) 206-2465.   * Counseling and Psychological Services (CAPS)   Provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768.   * Rape Treatment Center, Santa Monica   Free medical treatment, preventive health care and counseling available 24/7. A sexual assault survivor has the option of a Sexual Assault Forensic Exam (SAFE) (commonly referred to as “rape exam”) without filing a police report. This is referred to as a Non-Investigative Report (NIR). UCPD will provide free and confidential transportation to the RTC. 1250 Sixteenth Street, Santa Monica CA 90404, (424) 259-6000, [www.rapetreatmentcenter.org](http://www.rapetreatmentcenter.org).   * Student Legal Services   Confidential legal counseling and assistance, A239 Murphy Hall, [slegal@saonet.ucla.edu](mailto:slegal@saonet.ucla.edu), (310) 825-9894, [www.studentlegal.ucla.edu](http://www.studentlegal.ucla.edu).  You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu), (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. These offices may be required to pursue an official investigation.  **Faculty and TA’s are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator—A NON-CONFIDENTIAL RESOURCE—should they become aware that they themselves or any other student has experienced sexual violence or sexual harassment.** |
| **Health and Well Being Resources**  UCLA is renowned for academic excellence, and yet we know that many students feel overwhelmed at times by demands to succeed academically, socially, and personally. Our campus community is committed to helping all students thrive, learn to cope with stress, and build resilience. Remember, self-care is a skill that is critical to your long-term success. Here are some of the many resources available at UCLA to support you:   * **Counseling and Psychological Services (CAPS)** ([www.counseling.ucla.edu](http://www.counseling.ucla.edu))   Provides counseling and other psychological/mental health services to students. Walk-in hours are Monday-Thursday 8am-4:30pm and Friday 9am-4:30pm in John Wooden Center West. Crisis counseling is also available 24 hours/day at (310) 825-0768.   * **Ashe Student Health and Wellness Center** ([www.studenthealth.ucla.edu](http://www.studenthealth.ucla.edu))   Provides high quality and accessible ambulatory healthcare and education by caring professionals to support the academic success and personal development of all UCLA students.   * **Healthy Campus Initiative (HCI)** ([www.healthy.ucla.edu](http://www.healthy.ucla.edu))   Provides links to a wide variety of resources for enhancing physical and psychological well-being, positive social interactions, healthy sleep, healthy eating, healthy physical activity and more.   * **Campus and Student Resilience** ([www.resilience.ucla.edu](http://www.resilience.ucla.edu))   Provides programs to promote resilience and trains students to help support their peers.   * **UCLA Recreation** ([www.recreation.ucla.edu](http://www.recreation.ucla.edu))   Offers a broad array of services and programs including fitness, yoga, dance, martial arts, meditation, sports, and much more.   * **UCLA GRIT Coaching Program**: ([www.grit.ucla.edu](http://www.grit.ucla.edu))   GRIT stands for Guidance, Resilience, Integrity and Transformation. In this program, UCLA students receive individualized support from trained peer coaches to manage stress, fostering positive social connections, set goals, and navigate campus resources. |
| **Resources for Students Dealing with Financial Stress**  **Economic Crisis Response Team** ([www.studentincrisis.ucla.edu/Economic-Crisis-Response](http://www.studentincrisis.ucla.edu/Economic-Crisis-Response))  The Economic Crisis Response Team (ECR TEAM) provides support and guidance to students who have self-identified, or are identified by UCLA faculty or staff, as experiencing a financial crisis that impacts their academic success at UCLA.  **Bruin Shelter** ([www.bruinshelter.org](http://www.bruinshelter.org))  Provides a safe, supportive environment for fellow college students experiencing homelessness by fostering a collaborative effort between universities, community-based organizations, and service providers.  **The CPO Food Shelter**([www.cpo.ucla.edu/cpo/foodcloset](http://www.cpo.ucla.edu/cpo/foodcloset))  Provides free food for any UCLA student who may be experiencing hunger and/or struggling to attain food due to financial hardships.  Other campus websites ([www.financialwellness.ucla.edu/Resources/Financial-Support-Specific](http://www.financialwellness.ucla.edu/Resources/Financial-Support-Specific)) |
| **UCLA Equity, Diversity, and Inclusion**  **Equity, Diversity, and Inclusion** ([www.equity.ucla.edu](http://www.equity.ucla.edu))  Committed to providing an equal learning, working, and living environment at UCLA and supports a range of programs to promote these goals campus-wide.  **LGBTQ Resource Center** ([www.lgbt.ucla.edu](http://www.lgbt.ucla.edu))  Provides a comprehensive range of education and advocacy services supporting intersectional identity development as well as fostering unity, wellness, and an open, safe, and inclusive environment for UCLA’s LGBTQ community.  **FSPH Equity, Diversity, and Inclusion Initiatives (EDI)**  Janae Hubbard, FSPH Director of Equity, Diversity, and Inclusion  Dr. Courtney Thomas Tobin, FSPH EDI Officer, Associate Dean of Practice |