

Course Overview	
Description	Tutorial, to be arranged; fieldwork, eight to 10 hours. Limited to Public Health majors and minors. Internship in corporate, governmental, or nonprofit setting coordinated through Center for Community Engagement. Students complete weekly written assignments, attend biweekly meetings with graduate student coordinator, and write final research paper. Faculty of record and graduate student instructor construct series of reading assignments that examine issues related to working in field of public health. Individual contract with supervising faculty member required. May be repeated with consent of program. Letter grading.
Prerequisites	Majors or minors, others with permission of instructor.
Faculty Mentor	Kyle Stewart McJunkin, Ph.D., M.Div. Assistant Dean, Academic Programs UCLA Fielding School of Public Health Office: Life Sciences Building 5127 Email: kmcjunkin@ph.ucla.edu
Graduate Student Instructor	Angela Gonzalez Email: arg99@g.ucla.edu
Office Hours	Individual 30-minute appointments for virtual office hours with Angela can be made on MyUCLA for the following time slots: Monday - 1:00 PM - 3:00 PM (in-person or remote) Wednesday – 10:00 AM - 12:00 PM (in-person or remote) Other times can be requested. More information on how to schedule appointments can be found on https://communityengagement.ucla.edu/programs/internship-courses/
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 <u>each Sunday by 11:59PM PST</u> .
Format	The format of this course includes off campus internship work (80-100 hours) with an approved community, governmental, or corporate

	placement, weekly written assignments, meetings every other week with the Graduate Student 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 .
FSPH Office of Inclusive Excellence	The Office of Inclusive Excellence (OIE) at the UCLA Fielding School of Public Health leads initiatives that promote goals and values at the core of the school's mission — fostering a community where all students, staff, and faculty can succeed and contribute; and preparing public health leaders equipped to meet the challenges of working in global and fast-evolving environments. Through wide-ranging efforts, the office strives to implement initiatives that support individual achievement while ensuring everyone could reach their full potential. Please review the office website (https://ph.ucla.edu/about/administrative-offices/office-inclusive-excellence) and contact the office if you have any questions or interest in participating in OIE programming.
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 .

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. Clarity, spelling, and grammar are taken into consideration when grading each assignment. The documents must be uploaded to the class website. Feedback on assignments will be provided in BruinLearn and 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. 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. Additionally, coming to a scheduled meeting 10 minutes late or cancels less than one hour in advance, will result in a loss of 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)

GRADING PENALTY

The five bi-weekly meetings with your GSI are a critically important element of the 195CE course, each one counting for 6% of your total course grade. There are a variety of circumstances which will result in a grading penalty:

- There is a 10 minute grace period. If you are running more than 10 minutes late to the meeting, it will be considered a missed meeting and you will need to reschedule. You will receive half-credit for the rescheduled meeting.
- Being unprepared to lead the discussion with your GSI (e.g., without having submitted required assignment or having read required material) for a meeting will result in receiving half-credit

I welcome 24-hours advance notice to cancel and reschedule for full credit; note that the rescheduled meeting must happen within two weeks of the original scheduled meeting

TIMESHEET: Timesheet – 0% (required to pass the course but not graded). Failure to submit a signed timesheet confirming the minimum of 80 hours, any discrepancies in timesheet by posted deadline may result in formal reporting to Dean of Students with possibility of F/NP.

Please let your GSI know as soon as possible if you believe you may not be able to complete this requirement so they can determine how to best advise you. If an unforeseen circumstance arises mid-quarter which impacts your ability to complete your hours, please consult your UCLA GSI as soon as possible to create a plan to move forward. Failure to complete the required hours is grounds for substantial grade penalty as outlined above.

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 <u>Objective:</u> 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. <u>Reading: Total 14 pages</u> ▪ 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. - o Ecological Perspective (pp. 10-12) - o Individual or intrapersonal: Health Belief Model (pp. 13-14) - o Interpersonal Level: Social Cognitive Theory (pp. 19-21) - o Community Level: Community Organization (pp. 22-27) <u>Optional Reflection Activity:</u> 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 <u>Objective:</u> 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. <u>Reading: Total 10 pages</u> ▪ Gee, G. C., & Payne-Sturges, D. C. (2004). Environmental health disparities: a framework integrating psychosocial and environmental concepts.

	<i>Environmental health perspectives</i>, 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. <i>Health Education & Behavior</i>, 47(4), 504–508. <u>Recommended Reading (Optional)</u> • Phelan and Link. (2015). Is racism a fundamental cause of health inequalities in health? <u>Writing assignment (650 words):</u> 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. <u>Written assignment (250 words):</u> 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. <u>Resources:</u> ▪ 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) and community engagement in public health

	<u>Objective:</u> 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. <u>Reading: Total 38 pages</u> ▪ 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.), <i>Ethics and public health: Model curriculum</i>. 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. <i>Health education & behavior: the official publication of the Society for Public Health Education</i>, 48(3), 361–370. https://doi.org/10.1177/10901981211011926 <u>Writing assignment: two options (250 words):</u> 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 community engagement approach your organization has engaged in or a community engagement project you think your organization might benefit from. What is the project? Who are the participants? What are the desired outcomes? Identify potential challenges that may rise from implementation. (250 words)
Week 6	Is public health the same as healthcare? <u>Objective:</u> 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. <u>Reading: Total 19 pages</u>

	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. <i>Ethnicity & health</i>, 26(5), 676–696. https://doi.org/10.1080/13557858.2018.1557114 <u>Written assignment (250 words):</u> Describe your organization's role in healthcare and how they are engaged in public health work through policy, education, and research. If your organization does not currently play a role in healthcare what healthcare policy would benefit your organization's mission? 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. <u>Reading:</u> None <u>Written assignment (1000-1250 words):</u> 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. <u>Resources:</u> 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 <u>Objective:</u> 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. <u>Reading: Total 21 pages</u> - Liu, J. L., & Brook, R. H. (2017). What is Single-Payer Health Care? A Review of Definitions and Proposals in the U.S. <i>Journal of general internal medicine</i>, 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. <i>Health Affairs Blog</i>. 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_profile_profiles/Philippines/CBMS_forms/Guidelines_for_Writing_a_Policy_Brief.pdf <u>Recommend Reading (Optional)</u>

	An Overview of Medicare by The Kaiser Family Foundation https://www.kff.org/medicare/an-overview-of-medicare/ <u>Written assignment (350 words):</u> 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 <u>Objective:</u> 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, how to identify misinformation and how to deconstruct messages conveyed in the media. <u>Reading: Total 35 pages</u> - Rimal, R. N., & Lapinski, M. K. (2009). Why health communication is important in public health. <i>Bulletin of the World Health Organization</i>, 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. - Health Misinformation: HHS https://www.hhs.gov/surgeongeneral/reports-and-publications/health-misinformation/index.html - 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. <u>Written assignment (350 words):</u> - 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): - Who created this message? - What creative techniques are used to attract my attention? - How might different people understand this message differently? - What values, lifestyles and points of view are represented in, or omitted from, this message? - Why is this message being sent? <u>Collaboratory Survey:</u> - Complete the following survey recapping your internship experience.

	- The final question asks for “total hours spent working with your partner organization”, please respond with the projected total number of hours you will accomplish by the end of week 10. <i>This survey will count towards your Week 9 written assignment grade.</i>
Week 10	Research paper submission <u>Reading:</u> None <u>Written Assignment/Final Paper (25%/100 points)</u> 5 Points: Title Page 20 Points: Minimum of 3 sources are cited and follow APA format. Reference page. 20 Points: Introduction is thorough and CLEARLY includes your research question 20 Points: Content discussed is relevant to research question 20 Points: Discussion and Conclusion are clear and relevant to research question 15 Points: Spelling, Grammar, Page Limit (5 points will be deducted for anything under 8 or over 10 pages, Title Page and Reference Pages Do Not Count)

Graded assignments		
Weekly written assignments: 30%		
1. Health equity and health disparities (650 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)		
& Collaboratory Survey		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 (must be signed by site supervisor)*		Pass/Fail
*Failure to complete the minimum 80 hours or not submitting a timesheet signed by the site supervisor by the end of the quarter is an automatic failure for the course.		
Course grading		
Grading:		
1. Participation		30%
2. Weekly Written Assignments		30%
3. Final Research Paper		<u>40%</u>
Total:		100%

Note: Failure to complete the minimum 80 hours or not submitting a timesheet signed by the site supervisor by the end of the quarter is an automatic failure for the course.

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

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 = domain knowledge (B1) and meet specific assessed competencies (B2). This course may also introduce you to important workforce preparation opportunities (B4). To find more information about CEPH's goals for undergraduate education in public health, please visit

<https://media.ceph.org/documents/SBPcriteria.2024.pdf>.

The UCLA Center for Community Engagement has identified the following broad learning outcomes for all 195CE courses. The learning outcomes are listed below along with the CEPH competencies and workforce preparation opportunities covered by this course.

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.

B2. Public Health Bachelor's Degree Foundational Competencies

Assessment

1.	Locate public health information	Weekly written assignments; Research paper
2.	Evaluate public health information	Weekly written assignments; Research paper
3.	Communicate public health information orally	Meetings with GSI
4.	Communicate public health information in writing	Weekly written assignments; Research paper
5.	Communicate public health information to a non-specialist audience through a medium other than	Research paper

	standard narrative writing: e.g., social media posts, videos, PSAs, brochures, blogs, podcasts, etc.	
6.	Synthesize public health information: i.e., compile information from multiple sources and distill it into cohesive conclusions	Research paper
B4. Workforce preparation		Description of opportunity
1.	Professionalism: e.g., technology etiquette, work ethic, workplace norms and behaviors	Internship placement and interaction with site supervisor and GSI
2.	Networking	Internship placement and GSI
3.	Cultural humility	Weekly written assignments
4.	Self-reflection on ethical decision making and practice	Weekly written assignments; Research paper
5.	Leadership	Internship placement
6.	Flexibility: e.g., adapting to changes in the workplace or one's responsibilities, dealing with unforeseen events and challenges, compromising as needed	Internship placement and interaction with site supervisor and GSI

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 of 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.

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, (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.
- Student Legal Services
Confidential legal counseling and assistance, A239 Murphy Hall, slegal@saonet.ucla.edu, (310) 825-9894, 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, (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)
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)
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)

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)
Provides programs to promote resilience and trains students to help support their peers.
- **UCLA Recreation** (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)
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)

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)

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)

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)

UCLA Equity, Diversity, and Inclusion

Equity, Diversity, and Inclusion (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)

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 Office for Inclusive Excellence

Janae Hubbard, Assistant Dean, Inclusive Excellence

Professor Courtney Thomas-Tobin, Associate Dean, Inclusive Excellence, EDI Officer