

Mindful Living

MHS 3930 Course Syllabus for Fall 2021

Instructor: Kerry Alyson Parks, M.Ed./Ed.S. Email: k2810@ufl.edu

Meeting Schedule: Mondays 3 – 6 PM Location: Norman Hall, room 2014

Mode of Instruction: In person (and possibly Hyflex via Canvas / Zoom)

Office Hours: by appointment // virtual (Zoom)

Credit Hours: 3

Course Supervisor:

Dr. Ana Puig, Ph.D. (she/ella) is currently the scholar and research director in the Office of Education Research, School of Human Development and Organizational Studies in Education. She is a licensed mental health counselor, a qualified supervisor in the state of Florida, and holds a Spirituality and Health certificate from the Center for Spirituality and Health at UF.

As the supervisor for this class, she may visit our class sessions a few times. If you feel unable to discuss any matters with the Instructor (Kerry Alyson Parks), please feel free to contact Dr. Puig via email at anapuig@coe.ufl.edu.

Course Description:

Mindful Living is geared to teach students about various approaches of how to live a more mindful life. This holistic approach focuses on the various mental, emotional, physical, and spiritual conditions that arise when confronted with stressful or traumatic situations throughout one's lifespan. Students will be provided a wide range of perspectives regarding personal responsibility toward stress management and mindful self-care practices. Throughout the semester, we will practice various mindfulness-based techniques to learn how to reduce the negative effects of different psychological concerns in one's life through tangible application methods. Specifically, students will learn some mindfulness-based stress reduction (MBSR) practices throughout the semester, as well as informal mindfulness practices. Each class will have a different 10-minute guided mindfulness activity, followed by reflection of your experience. Throughout the class we will engage in various mindful, experiential, creative, didactic, and process-oriented discussions.

Prerequisites:

None

Required Texts:

Kabat-Zinn, J. (2016) *Mindfulness for Beginners: Reclaiming the Present Moment and Your Life*. Sounds True. (ISBN: 9781622036677)

*** Additional required reading, video, or audio assignments (including but not limited to reading electronic journal articles, books, watching YouTube videos, or listening to audio podcasts) may be assigned. Information needed to locate these required readings will be detailed in the course schedule and announcements. **If you are unable to access any materials, please contact the course instructor at least 24 hours prior to class; preferably 48 hours*****

Mindfulness:

“Mindfulness means paying attention in a particular way; on purpose, in the present moment, nonjudgmentally” – Jon Kabat-Zinn, Founder of Mindfulness-Based Stress Reduction

In this course, we will explore mindfulness in everyday life. Rather than seeking extraordinary, or “peak” experiences, we will consider what it means to be mindful of the sacredness in “ordinary” life events. This class has been designed to allow you to reflect upon your journey in life and the role that mindfulness can play in your optimal holistic wellbeing. Mindfulness can be a short vacation with yourself that you get to take each day. You get to have a break from all of your thinking, planning, busyness, and business of life, and you can practice turning all that off and be here in the present, returning again and again to the moment, as soon as you realize you were distracted away. Mindfulness has been described as the consciousness of the mind’s tendency to be in the past or future, rather than right here and now. Mindfulness is a continuous invitation to be more aware of where you are, and what you are experiencing, on an inner and outer level, in any given moment. Rather than rushing through each moment to get to the next one, mindfulness entails deepening into any moment. You can choose to mindfully participate in any activity (i.e., cooking, studying, reading, washing dishes, driving, etc.) You can pause for 1-2 minutes before the activity, and stop throughout the activity, paying attention to thoughts, feelings, body sensations you are experiencing in the moment. You can notice the contrast of what it is like to do this activity with mindfulness in comparison to doing the activity in autopilot. Thinking is different than thinking about your thinking. Some people conceptualize mindfulness as being compassionately and curiously aware that you are the one who is witnessing a human (yourself) experiencing thoughts, emotions, body sensations, etc.

Links to mindfulness websites:

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

<https://mindfulness.ufl.edu/index.php/guest-blog-mind/>

<https://mindfulness.ufl.edu/index.php/blog-mind/>

<https://mindfulness.ufl.edu/index.php/useful-links/>

Culture:

“We are, at almost every point of our day, immersed in cultural diversity: faces, clothes, smells, attitudes, values, traditions, behaviors, beliefs, rituals” – Randa Abdel-Fattah

Cultural identity(s) can include your race, ethnicity, sexual orientation, gender, socioeconomic status (SES), ability, size, age, beauty, religion, spirituality, etc.

Spirituality:

“Spirituality is meant to take us beyond our tribal identity into a domain of awareness that is more universal.”

– Deepak Chopra

Spirituality involves one’s capacity for creativity, growth, and a sense of purpose in life. It can be demonstrated by personal traits such as wisdom, love, transcendence, hope, connectedness, and compassion. Spirituality is inclusive of, but not limited to, institutional religion. The term “spirituality” carries with it a variety of connotations, some positive and some negative. **Nothing in this course, including readings, assignments, and/or discussions of particular topics, is designed to persuade you that one particular religious or spiritual belief system is the “right” one or that you should adopt certain values or beliefs.** In order to cultivate a safe and supportive community throughout our time together, it is requested that during class discussions, all language of spirituality and/or religion be of a universalistic and inclusive nature (God, Divine, Universe, Love, Nature, Lord, Higher Power, etc.) The intention behind this guideline is so everyone, regardless of faiths can participate in the discussion welcomingly. This includes being free of the fear of not being seen or heard or respected for deeply held beliefs or values. We appreciate your assistance in creating a learning environment that respects differences and values the unique contributions of each person, in addition to their belief system and values.

Course Objectives:

1. Expand consciousness in daily living by learning about principles of mindfulness.
2. Develop an awareness of how mindfulness can help one to navigate life’s transitions.
3. Further one’s sense of spirituality as it fits into holistic well-being.
4. Explore personal spirituality by examining synchronicity, creativity, intuition, and mortality (includes experiential creativity exercises that may help enhance spiritual and emotional awareness and expression).
5. Consider culture meaning (in a historical context) and explore one’s unique contribution to the advancement of humanity.
6. To actively practice and engage in mindfulness-based practices to cultivate a holistically balanced mindful lifestyle.
7. To make a link between mindfulness practice and our daily living experiences.
8. Give students experiential opportunities to be in the present moment, and to continually let go of thoughts of the past or future.
9. Practice mindfulness activities and stillness in and outside of class.

Instructional Methods:

Regular class meetings will be held in zoom or in person as in accordance with University policy and guidelines amidst the COVID-19 pandemic. Due to the current online nature of university courses the Fall 2021 semester will be held in person at the scheduled class time. It is possible that at some point in the semester we will need to transition to zoom. At that point a zoom link will be provided through the university canvas website for the Mindful Living course. Students will be expected to become familiar with using canvas in accessing course materials and uploading assignments. Over the duration of the course, technology will be utilized in a variety of ways. Students will also be expected to participate in discussions, whether in person or via online discussion board prompts. There will be frequent dialogue and discussion regardless of setting. Another component of this course is personal reflection and journaling. Students will be expected to critically analyze their own responses and reactions and the experiences of others to promote the use of mindfulness practice in their moment to moment experiences, self-development, self-awareness, empathy, and self-compassion. Journal assignments are to be typed and submitted either in person or online through the canvas. Other than the textbook, additional required readings will include journal articles for which the article citations are provided. It is your responsibility to use the UF library services to access required journal articles.

Course Format:

There are regular class meetings for this course. The Fall 2021 semester will be held in person unless university policy changes; in which case we will meet weekly over zoom which will occur at the regularly scheduled class time. If we transition to zoom, a zoom link will be provided through the university canvas website for this mindful living course. Students are expected to familiarize themselves with canvas, and to be connected online to participate in zoom class meetings, see Canvas course announcements, submit the assigned work, and participate in class discussion boards.

Technology Requirements (should we transition to online zoom format):

- You are expected to have the equipment at your home **or** be able to travel to the UF campus to connect to a computer with stable internet service, such as Wi-Fi. (Note: You are responsible for technical problems that arise with your equipment.)
- Webcam with microphone and recording capabilities.
- Zoom account for weekly class meetings which includes communications with instructor and classmates.
- Technical problems on your end must be documented and communicated to the instructor **immediately** in order to receive extensions on the assignments. For the possibility of technical problems, please make it a practice to save all your messages and assignments submitted for the course.
- If you have any questions not answered below, please send an email to help@coe.ufl.edu and the College of Education Helpdesk will get back to you. Their

hours are Monday – Friday, 8am - 5pm. If you need immediate assistance outside of the hours listed above, you can contact the UF Computing Helpdesk (Links to an external site.)

Please email me directly to let me know that a problem has arisen and provide me with the tracking number.

Course Communications:

Most of our communication will be via email and through the Canvas website.

Submission of all assignments, quizzes, and discussions will take place either in person or on Canvas. If a personal problem or concern arises, please email me at k2810@ufl.edu or message me through the CANVAS messaging system. Otherwise, if you have a question that is related to course content, please pose it in the Student Lounge area for an answer or use the chat room. I will do my best to communicate with you in a timely manner; however, since there are typically many students enrolled in this course, please allow up to 48 hours for a response.

Etiquette and Netiquette Expectations (some of these apply more specifically to an online environment):

All students are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

- **Be professional** at all times. You are preparing yourself to be a career professional. Remember this as you establish your online presence.
- **Be respectful** of other people. Everyone is entitled to his, her, or their own opinion. While it is okay to disagree, please do so with respect to others.
- **Be calm.** If you are upset or frustrated, keep this out of your communications with your fellow students or instructors. An angry or sarcastic comment does little to win respect or cooperation. Think about what you are going to say in an unemotional, professional manner (consider waiting overnight about what you truly want to say before sending/posting.) Provide adequate information when asking for help or assistance from your instructors or classmates.
- **Humor and sarcasm.** Because there are no visual cues in distance education, humor and sarcasm are nearly impossible to discern. Be very careful when interjecting humor and refrain from using any remarks that are sarcastic in nature.
- **Harassment and other offensive behavior.** The online learning environment is no place to harass, threaten, or embarrass others. Comments that can be viewed, as offensive, sexist, or racially motivated will not be tolerated. It is never appropriate to put anyone down because of his, her or their age, race, religion, color, sex, sexual identity, or sexual orientation. The instructor may deem it necessary to remove any such online postings or discussions.
- **Offensive material.** Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar,

sexually explicit, or otherwise potentially offensive.

Expectations and Policies for Course:

1. **Verbal and written responses demonstrate critical thinking.** Try to avoid messages that simply agree with the discussion like Great job! or Totally agree! Although supportive comments are always encouraged, build on your affirmation by expressing your point of view, your own reflections, thoughts, feelings, or reasoning behind your agreement. Introduce related concepts, expand examples, or refine a point.
2. **Actively utilize course materials within discussions, reflections, any writing.** As you consider discussion questions and others' observations, can you identify where concepts from our readings would help support or clarify points made? Use the readings and lectures to help validate your point. Your response might begin with "On page 89, the author (name of author) examines the..."
3. **Include your own perspectives and reactions.** Bring in content from your personal/professional experience that you feel really adds clarity to a point discussed.
4. **Be descriptive.** Provide details that illustrate your point of view. Adding narrative to your point adds interest and can clarify theories and concepts that might not otherwise be clear. Remember, your words are communicating your thoughts, feelings, and reactions.

Confidentiality:

In order to create a safe and open atmosphere, it is asked that CONFIDENTIALITY be kindly respected and observed by all students (including the Instructor) at all times. This includes during and following completion of the semester. CONFIDENTIALITY means that whatever personal information a student or instructor discloses during class, within the limits applicable by law, should remain within and among us as valued, confidential information.

Assignments and Grading

****Assignments are due at the time of the due date.** Time management is crucial to your academic success. Be prepared to create a schedule that works for you and stick to it. **Please note that NO late work will be accepted.** However, I understand that life happens. Should you find yourself not able to meet a deadline, please contact me **prior** to the deadline, so that we can discuss a resolution and any accommodations that may be needed.**

Attendance/Participation:

Due to the nature of the course being experiential and discussion based, attendance and participation are **required**. This class will only be beneficial if you are present and engaged in the activities and discussions. However, given the circumstances of Covid-19 and your own agency as adults, there may be times when you are unable to or decide not to attend class. Students will be allotted **ONE** absence (no questions asked). Each additional **unexcused** absence will result in a 5% decrease in your final grade. Extenuating circumstances will be addressed on an individual basis and require a meeting with me during office hours. When possible, please let me know prior to class if you will not be in attendance. More information about UF attendance policies can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

<http://gradcatalog.ufl.edu/content.php?catoid=12&navoid=2750#attendance>

Daily Practice Log (40 points):

Part of what makes mindfulness successful is the encouragement to adopt consistent mindful living practices into our everyday lives. To gain the experience and reap the benefits of mindfulness, part of your grade will be keeping a daily practice log. Engaging in mindfulness consistently, rather than a quantified amount, is important. Therefore, there are multiple ways you can receive full credit each week for this assignment.

- 1+ hours for 1 – 2 days a week.
- 30+ minutes 3 – 4 days a week.
- 15+ minutes 5 – 7 days a week

It is recommended to have at least ten minutes of mindfulness practice incorporated into your daily routine each day, such as right when you wake up or before you go to bed. Making your practice a habit will assist you in remember to do so. Mindfulness practice can be done all at once or split up throughout the day.

Students will be asked to provide a log of their weekly mindfulness activities and a brief (one page) reflection of the activity. Your reflection should include what you did for your mindfulness activity, but may also include how you felt before starting, how you felt after, if you liked the activity or not, challenges you had while completing it, etc. A log without a reflection will result in points taken off. Examples of mindfulness activities are not limited to but include yoga, guided meditation, breathing exercises, reflecting on your day, going on a mindful walk/run without technology, mindfully eating, etc.

Daily practice logs are due by the beginning of class each week. In the event of a transition to zoom, an online assignment will be open each week and will close at 2:05 PM on Mondays.

Leading Class Discussion (15 points):

Students will work in pairs to lead a class discussion once in the semester (a signup sheet will be provided in the first few weeks of class). Discussion leaders are expected to lead a 20 - 30 minute discussion based on the following options:

- 1) Class readings, videos, or other material provided between class
- 2) A discussion prompt that you believe we can explore mindfully as a class
- 3) Co-leading a mindfulness exercise (10 minutes max) and having the class reflect or discuss the exercise

Facilitation of class discussions can be done in a variety of ways including asking thought provoking questions based on the readings or topic, showing a short (no more than 5 minutes) video or clip related to the readings or topic, articles/current events related to the readings or topic, etc. The purpose of this assignment is to practice leading group conversations and to engage in critical thought discussion with peers who may have different perspectives, ideas, or experiences. Your grade for this assignment will not be based on how successful the discussion is, but rather what you have prepared to lead a discussion and relevancy towards the readings or topic. To show this, discussion leaders are to write a one page reflection about the readings assigned and write a list of questions or resources (videos, articles, etc.) that they will present or ask during the discussion. **This reflective paper is due the Friday prior to facilitation to allow the professor to review materials and provide feedback to discussion leaders.**

Students are expected to be respectful and supportive of classmates leading the weekly discussion. This can be done by engaging in the discussion questions, actively reading or watching materials they present, or asking discussion leaders/classmates follow up questions based on the flow of the discussion.

Spiritual/Mindful Journal (20 points):

Although this is a graded assignment, this journal is more meant for your spiritual, reflective, meaningful, mindful, emotional journey, and well-being. Cherish it and enjoy filling it up. Inclusions should be meaningful to you. It is suggested to carry this personal journal (or simply just a section in your notebook) dedicated to this project with you always. Fill it with drawings, pictures, quotes, words, or whatever you feel is right. When adding to the journal, do so to affirm: what you believe in, what brings your hope, what you are passionate about, where you would like your life to go, contributions you would like to bring to the world, and what spirituality takeaways you wish to receive. This may also be used to record your dreams each night. When complete, your journal should inspire you and bring happiness when looking through it. Feel free to explore and go as deep and personal as you would like without inhibitions. It is up to you to get the most out of this. If there is anything included in your journal that is considered too private for you to have the instructor to view, please remember to remove or hide that content to ensure confidentiality.

Throughout the semester we will also take time to write in your journals. Some days you may be asked to reflectively write on an open topic, or a specific prompt will be provided.

Please note

Although you may find this to be helpful in multiple areas, this journal is not meant to be clinically therapeutic. If there is ever a time that certain emotions or experiences are affecting you or being brought up, please feel free to contact the instructor. Further resources and references can be provided confidentially. It is your responsibility to use the information provided as you feel is needed for you and to utilize community and university resources provided. There is also information about multiple resources provided for students at the end of the syllabus.

Final Reflection Paper (30 points):

A final 3 – 6 page reflection paper will be due by Week 11 of class and be an accumulation of your experiences in this course, adaptation (or lack) of a mindfulness style for this semester, and reflection of what you have learned from the textbook. There are no right or wrong answers, but I encourage you to be authentic in your thoughts and feelings in this final paper. More details and instructions will be provided within the first few weeks of class.

Mindfulness Presentation (25 points):

For this project, you get to pick an area of your life that could benefit from some curious and compassionate attention and focus. The project will reflect on one area of your life in which you want to be more mindful, intentional, and bring more awareness around. This should be a project that you can attend to over the course of the semester, a little bit each week. It should also be something that, in doing, allows you to gain self-compassion for yourself as you ebb and flow through life.

You will also make a presentation in which you share, within your comfort zone, the most meaningful and important aspects of this project. What was the process like for you? What did you learn about mindfulness through this process? **You are NOT to use a PowerPoint or Prezi for the presentation.** Rather, invite your own forms of creativity and communication in your presentation, be it through art, music, a photo collage, spoken work, an illustrated timeline, blog, Instagram, etc.

Your project topic should be approved by the instructor within the first weeks of class.

Past examples include topics that cover self-esteem, communication, stress management, relationships, career goals, self-care, etc.

Further information will be discussed during class.

Grading Scale:

93.0%-100% A

90.0%-92.9% A-

87.0%-89.9% B+
 83.0%-86.9% B
 80.0%-82.9% B-
 77.0%-79.9% C+
 73.0%-76.9% C
 70.0%-72.9% C-
 67.0%-69.9% D+
 63.0%-66.9% D
 60.0%-62.9% D-
 59.9% or less F

For more info:

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

<http://gradcatalog.ufl.edu/content.php?catoid=12&navoid=2750#grades>

Course Schedule is **Tentative** – It is your responsibility to check for assignments and due dates on Canvas and information discussed during class meetings

COURSE SCHEDULE, READING ASSIGNMENTS, & DUE DATES
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Date	Topics & Readings	Assignments Due
Week 1 8/23	Introduction and Discussion Overview of Syllabus Class Norms, and Expectations	
Week 2 8/30	Readings: <i>Mindfulness for Beginners</i> pages 123 – 142 Class topic – Practicing Mindfulness & How to Lead Group Discussions	Daily Practice Log 1
Week 3 9/6	<i>No class. Outside class journal prompt TBD.</i>	Daily Practice Log 2
Week 4 9/13	Readings: <i>Mindfulness for Beginners</i> pages 1-15 Class topic -Vulnerability	Daily Practice Log 3 Deadline for Mindfulness Presentation Project Approv

Week 5 9/20	Readings: Mindfulness for Beginners pages 16-30 Class topic-10 guidelines to Wholehearted Living	Daily Practice Log 4
Week 6 9/27	Readings: <i>Mindfulness for Beginners</i> pages 31 – 46 Class Topic – Emotions	Daily Practice Log 5
Week 7 10/4	Readings: <i>Mindfulness for Beginners</i> pages 49 – 61 Class topic – Compassion, Self-Compassion, & Self-Esteem	Daily Practice Log 6
Week 8 10/11	Readings: <i>Mindfulness for Beginners</i> pages 79 – 91 Class Topic – Multicultural Mindfulness	Daily Practice Log 7
Week 9 10/18	Readings: <i>Mindfulness for Beginners</i> pages 92 - 107 Class Topic - Relationships	Daily Practice Log 8
Week 10 10/25	Readings: <i>Mindfulness for Beginners</i> pages 108 – 120 Class Topic – Death	Daily Practice Log 9
Week 11 11/1	Mindfulness Presentations	Daily Practice Log 10
Week 12 11/8	Mindfulness Presentations	Reflection Paper Due Daily Practice Log 11
Week 13 11/15	Mindfulness Presentations	Daily Practice Log 12 *Reflection Paper Due*
Week 14 11/22	No class: Spend time cultivating gratitude with friends + family	
Week 15 11/29	Mindfulness Presentations	Submit Mindful Journal in person or on CANVAS Daily Practice Log 13

Week 16 12/6	No class-Reading day	
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University of Florida Policies

Policy on Accommodating Students with Disabilities and Special Learning

Needs: Students requesting accommodation for disabilities or other learning barriers must first register with the Dean of Students Office

<https://disability.ufl.edu/faculty/academic-accommodations/>

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the semester term for which they are seeking accommodations.

Student Conduct & Academic Integrity: UF students are bound by the Honor Pledge which states, "We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code: (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)

This link has information that specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Please view the policy at:

at https://flexible.dce.ufl.edu/media/flexible_dce_ufl.edu/documents/uf_policy_student_conduct.pdf Students should also be sure that they understand the UF Student Honor Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

The University of Florida Honor Code: As students of the University of Florida, you have accepted the honor code, which governs all students. For clarification or further explanation, please consult your undergraduate catalog or the University of Florida Student Guide <https://dso.ufl.edu/>

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the honor code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

GatorEvals: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF policy statement for online courses with recorded materials informing students of privacy related issues: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Student Support and Getting Help

Academic Resources for Students: The University of Florida provides student support services to both students who are in residence on the main campus and those who are completing courses online through distance learning. Resources are available at <https://distance.ufl.edu/getting-help/> and at the following:

Online Computing Help Desk- e-Learning Support Services (Links to an external site.): The UF Computing Help Desk is available to assist students when they are having technical issues. 352-392-4357 (select option 2) or e-mail to Learning- support@ufl.edu and by visiting the following link <https://lss.at.ufl.edu/help.shtml>

Online Library Help Desk (Links to an external site.): The help desk is available to assist students with access to all UF Libraries resources. Library

Support/Services: Visit <http://cms.uflib.ufl.edu/ask> for information about various ways to receive assistance with respect to using the libraries or finding resources.

Dean of Students Office (Links to an external site.): Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the Dean of Students site.

On-Line Students Complaints (Links to an external site.) If you have an unresolved administrative issue while enrolled in a distance learning program, please contact us at distance@dce.ufl.edu and visit <https://distance.ufl.edu/student-complaint-process/>

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

Career Connections Center: Career assistance and counseling. Visit <https://career.ufl.edu/>

Teaching Center: Broward Hall, (352) 392-2010 or 392-6420. General study skills and tutoring at the following link <http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, (352) 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Disability Resource Center (Links to an external site.): If you have a physical, learning, sensory or psychological disability, please visit our Disabilities Resource Center.

Student Assistance, Health and Wellness, and Emergencies/Campus Resources:

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

Counseling and Wellness Center (Links to an external site.): Would you like to speak to a counselor about a problem that you are having? Please visit our counseling and wellness center. <https://counseling.ufl.edu/> or call (352) 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center, 352-392-1161, Sexual assault counseling, Title IX <https://titleix.ufl.edu/>

University Police Department: (352) 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

COVID-19 Screening Information: If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are

able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

Community Resources

Disaster Distress Helpline: For people affected by disaster or crisis can call the Disaster Distress Helpline to receive immediate counseling. Calling 1-800-985-5990 or texting **TalkWithUs** to **66746**

Crisis Text Line : Available 24 hours a day throughout the US by texting START to 741741

National Suicide Prevention Lifeline : If you or someone you know is in a crisis, you can call 911 or the National Suicide Prevention Line at **1-800-273-TALK (8255)**. The lifeline is a free 24-hour, confidential suicide prevention hotline available to anyone in crisis or emotional distress. By calling the hotline number, you'll be connected to a skilled, trained counselor at a crisis center in your area 24/7.

Veterans Chat **text to 838255** (part of the Veterans Crisis Line)

American Red cross at redcross.org for information about disaster services and disaster training. Disaster workers and volunteers provide food, shelter, comfort and care for families affected by major disasters such as fire, hurricanes and tornadoes.