University of Florida
College of Public Health & Health Professions Syllabus
HSA 6114 Introduction to the US Health Care System
Fall 2017 (3 Credits)
Delivery Format: Blended
UF e-Learning in Canvas: http://elearning.ufl.edu/

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PURPOSE AND OUTCOMES

Course Overview
This course provides an overview of the evolving structure of the U.S. health care delivery system. You are expected to be actively engaged in the course throughout the semester. You must complete all assignments by the assigned date. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the online class sessions. Similarly, you are expected to actively participate in the collaborative assignments. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

Course Objectives and/or Goals Competencies
Upon successful completion of the course, students will be able to:

1. Explain the basic structures and operations of U.S. health care system from its historical origins and resources, to its individual services, costs, and quality measures.
2. Analyze the impact of political decisions and reforms on the health care system from a consumer and provider point of view.
3. Identify challenges, features, and purposes associated with the Affordable Care Act and new proposed reform changes.
4. Explain from a broad, as well as a specific, perspective how the U.S. health care system relates to different components of the system (public, private, consumers, providers,) and the emerging health care trends (aging population, electronic health records, quality measurements, and technology).
5. Develop a proposal for change, which demonstrates sensitivity to cultural, ethnic, and social characteristics based on your current understanding of the U.S. health care system.

Course Competencies

HSA 6114 serves as a foundational course for the MHA and MPH programs. The objectives of the course are designed to contribute towards mastery of key competencies for the MHA and MPA programs. Course assignments, activities, and assessments are linked to the learning competencies in the table below.

Module	Assignments Quizzes, Tests, Presentations, Projects, Discussions	MHA Competencies	MPH Competencies
1	Quiz 1	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Inform, educate, and empower people about health issues (Core-3)
	Paper: Compare Comparative International Examples of Health Care Systems	Same as above (HEC-0) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-3) Communicate with constituencies in oral and written forms (Core-10)
2	Quiz 2	Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services (HOP-3)	Diagnose and investigate health problems and health hazards in the community using an ecological framework (Core-2)
	Infographic: The Definition of Health	Same as above (HOP-3) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-2) Communicate with constituencies in oral and written forms (Core-10)
3	Quiz 3	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Inform, educate, and empower people about health issues (Core-3)
	Discussion: Insurance P3 Tutorial	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above(Core-3) Communicate with constituencies in oral and written forms (Core-10)
4	Quiz 4	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Link people to needed personal health services and assure the provision of health care when otherwise unavailable (Core-7)

	Infographic: The Changing Roles of Health Care	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-7) Communicate with constituencies in oral and written forms (Core-10)
5	Quiz 5	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Inform, educate, and empower people about health issues (Core-3)
	Presentation: P3 Technological Innovations	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-3) Communicate with constituencies in oral and written forms (Core-10)
6	Quiz 6	Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations (BAT-2)	Inform, educate, and empower people about health issues (Core-3) Develop policies and plans that support individual and community health efforts (Core-5)
	Discussion: Healthcare reform and Health Care Financing Test I (1-5)	Same as above (BAT-2) Apply effective and appropriate oral and written communication vehicles (LP-3). (HEC-0), (HOP-3), (BAT-2)	Same as above (Core-5) Communicate with constituencies in oral and written forms (Core-10) (Core-2), (Core-3), (Core-5), (Core-7)
7	Quiz 7	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Link people to needed personal health services and assure the provision of health care when otherwise unavailable (Core-7)
	Presentation:P3 Outpatient Services and Discussion	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members	Same as above (Core-7) Communicate with constituencies in oral and written forms (Core-10)

		accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	
8	Quiz 8	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Link people to needed personal health services and assure the provision of health care when otherwise unavailable (Core-8)
	Presentation: P3 Inpatient Services and Discussion Presentation/	Same as above (HEC-0) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-8) Communicate with constituencies in oral and written forms (Core-10)
9	Quiz 9	Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations (BAT-2)	Inform, educate, and empower people about health issues (Core-3)
10	Quiz 10	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Evaluate effectiveness, accessibility, and quality of personal and population-based health services (Core-8)
	Discussion: State vs Local Health Departments	Same as above (HEC-0) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-8) Communicate with constituencies in oral and written forms (Core-10
	Test II (6-10)	(HEC-0), (BAT-2)	(Core-3), (Core-7), (Core-8), (Core-10)
11	Quiz 11	Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services (HOP-3)	Diagnose and investigate health problems and health hazards in the community using an ecological framework (Core-2)
	Presentation: P3 Special Populations	Same as above (HOP-3) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-2) Communicate with constituencies in oral and written forms (Core-10)
12	Quiz 12	Apply general and health economics concepts to the analyses of pricing, service demand, and risk (BAT-4)	Evaluate effectiveness, accessibility, and quality of personal and population-based health services (Core-8)

	Discussion: Small Area Variation	Same as above (BAT-4) Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-8) Communicate with constituencies in oral and written forms (Core-10)
13	Quiz 13	Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public (HEC-2)	Develop policies and plans that support individual and community health efforts (Core-5) Use laws and regulations that protect health and ensure safety (Core-6)
	Infographic: Public Health Marketing Campaign	Same as above (HEC-2) Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results (LP-2). Apply effective and appropriate oral and written communication vehicles (LP-3).	Same as above (Core-5,6) Communicate with constituencies in oral and written forms (Core-10)
14	Quiz 14	Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public (HEC-2)	Develop policies and plans that support individual and community health efforts(Core-5) Use laws and regulations that protect health and ensure safety (Core-6)
15	Test III (11-14)	Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services (HOP-3) Apply general and health economics concepts to the analyses of pricing, service demand, and risk (BAT-4) Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public (HEC-2)	Diagnose and investigate health problems and health hazards in the community using an ecological framework (Core-2) Develop policies and plans that support individual and community health efforts (Core-5) Use laws and regulations that protect health and ensure safety (Core-6) Evaluate effectiveness, accessibility, and quality of personal and population-based health services (Core-8)

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course is blended taught through a discussion and lecture format with online "Blended Learning" assignments. Your participation in the class is vital to its success. Be prepared and ready to participate in each class, if voluntary participation lags students will be called on randomly.

Blended Learning
Throughout the semester several Blended Learning assignments will be uploaded in Canvas.

What is blended learning and why is it important?
A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?
You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Outline/Course Schedule
All reading assignments including supplemental readings should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. Your first point of contact will be the classmates in your team of 3.

The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Module	Dates	Readings	Assignments	Monday	Wednesday
1	Aug. 21, 23	**Chapter 1**: U.S. Health Care Delivery	See Canvas for assignment dates	Chapter 1 Introductions Teams Tech Savvy Quiz	Blended Learning Format Syllabus Quiz 2T&L P3 Tutorials
2	Aug 28, 30	**Chapter 2:** Beliefs, Values & Health	See Canvas for assignment dates	Chapter 2 & 3 Quiz 1	Blended Learning Format M1D: Tutorial Discussion M2 Infographic: Definition of Health
3	Sept. 4, 6	**Chapter 3**: Historical Context	See Canvas for assignment dates	*No Class (Labor Day)*	Blended Learning Format Quiz 2 M3 Paper: Compare
4	Sept. 11, 13	**Chapter 4:** Health Service Professionals	See Canvas for assignment dates	Chapter 3&4 Quiz 3	Blended Learning Format Quiz 4 Chapter 5 Videos Technical Innovations in Healthcare Project

Module	Dates	Readings	Assignment	Monday	Wednesday
5	**Sept. 18, 20**	**Chapter 5:** Medical Technology	See Canvas for assignment dates	Chapter 5 ½ T.I. Presentations	Blended Learning Format Quiz 5 5 Power of 3: P3 Tutorials
6	**Sept. 25, 27**	**Chapter 6:** Financing	See Canvas for assignment dates	Chapter 6 Finish 2nd ½ T.I. Presentations	Blended Learning Format Quiz 6 M4 Infographic: The Changing Roles of Health Care
7	**Oct. 2, 4**	**Chapter 7:** Outpatient Services and Primary care	See Canvas for assignment dates	Chapter 7 Test 1 (1-6)	Blended Learning Format M7 Power of 3: Outpatient Services (Team of 4)
8	**Oct. 9, 11**	**Chapter 8:** Inpatient	See Canvas for assignment dates	Chapter 8 Quiz 7	Blended Learning Format M7D: Discussion Group (Watch the videos) M8 Power of 3: Inpatient Services (Team of 4
9	**Oct. 16, 18**	**Chapter 9:** Managed Care and Integrated Systems	See Canvas for assignment dates	Chapter 9 Quiz 8	Blended Learning Format Quiz 9 M8D: Discussion Group (Watch the Videos)
10	**Oct. 23, 25**	**Chapter 10:** Long-term Care	See Canvas for assignment dates	Chapter 10 Intro Presentation Test 2 (7 -9)	Blended Learning Format M11 Power of 3: Special Populations (Individual)
11	**Oct. 30, Nov. 1**	**Chapter 11:** Health Services for Special Populations	See Canvas for assignment dates	Chapter 11 Quiz 10	Blended Learning Format (Cont.) M11 Power of 3: Special Populations (Individual)
12	**Nov. 6, 8**	**Chapter 12:** Cost, Access and Quality	See Canvas for assignment dates	Chapter 12 Quiz 11	Blended Learning Format Chapter 11 M11D: Discussion Group
13	**Nov. 13, 15**	**Chapter 13:** Health Policy	See Canvas for assignment dates	Chapter 13 Quiz 12	Blended Learning Format M12D: Small Area Variations
14	**Nov. 20, 22**	**Chapter 13:** Health Policy	See Canvas for assignment dates	Blended Learning Format Quiz 13 M13 Infographic:	*No class (Thanksgiving)*
15	**Nov. 27, 29**	**Chapter 14:** The Future of Health Service Delivery	See Canvas for assignment dates	Chapter 14	Blended Learning Format Quiz 14
16	**Dec. 4, 6**	**Review**	See Canvas for assignment dates	Test 3 (10-14)	Blended Learning Format

Caveat: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class or in Canvas Announcements, and the student is personally responsible for obtaining and reviewing the updated information.

Course Materials and Technology

Textbook
Shi L and Singh DA (2015). *Delivering Health Care in America: A Systems Approach,* 6th Edition. Jones and Bartlett Learning, Burlington, MA. ISBN-13: 9781284074635

Other readings
Additional readings have been assigned. Please refer to the Canvas website.

Technology
Required Equipment: Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed at http://studentlife.online.mph.ufl.edu/e-learning/e-learning-in-canvas-technical-requirements/ for additional information. This course is delivered partially online using the University of Florida's e-Learning in Canvas Course Management System at http://elearning.ufl.edu/.   To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

When to Post to the Support Discussions: http://studentlife.online.mph.ufl.edu/when-to/when-to-post-to-a-support-discussions/

When to Contact the UF Computing Help Desk: http://studentlife.online.mph.ufl.edu/when-to/when-to-contact-the-uf-computing-helpdesk/

For technical support for this class related specifically to Canvas, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

When to send e-Mail to the instructor: http://studentlife.online.mph.ufl.edu/when-to/when-to-send-e-mail-to-the-instructor/

ACADEMIC REQUIREMENTS AND GRADING

Tests
Tests are largely multiple choice and 1-3 short answer questions. The tested material includes the PowerPoints, lectures, discussions, team presentations, assigned readings in the textbook and supplemental readings. The tests focus on the information presented since the previous test and are not cumulative. However, many of the concepts learned in the beginning of class are built upon and repeated or applied in subsequent tests.

Presentations Guidelines
Create and give a presentation (PowerPoint, iMovie, Moviemaker, Adobe Spark, etc.) which addresses your assigned topics. You will be responsible for reviewing tutorial videos on the use of presentation software. The presentation assignments are student-centered, meaning you and your team members will be responsible for assembling and balancing the capabilities of your team, as well as hold team members accountable individually and collectively for the final product/outcome. The instructor is not unaware of challenges of team-based assignments and the learning curve to get acclimated to new software. Please be

open-minded about learning new technology and working collaboratively in an online environment. The instructor will leverage the capabilities of Canvas and provide instructional tutorials to enhance the experience.

Reference the material from the course and current supporting articles. Areas to consider:
- Current issues that healthcare leaders need to know.
- Best practices that can be emulated by other organizations.
- Relevant laws and regulations to be considered.
- Challenges and complexities of delivering healthcare in the U.S.

The presentation should be formatted as follows:
- Title slide (names, date and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations
- Current events, peer-review articles, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

The presentations should add depth to course with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience new knowledge about the potential populations that different organizations may serve in the rapidly evolving healthcare landscape. External links for specific information (e.g., APA instructions, Power of 3 instructions, video tutorials) and rubrics will be loaded in Canvas for each assignment

Papers
The assignments are based on materials in the modules of the course. An outline of what is required in the papers is listed below. Consider the following questions when writing your reflective paper:
- What was your prior knowledge of the subject matter contained in the section of the course?
- After exploring the materials in this section, what is your current thinking on the subjects presented?
- How will this information affect your discipline?

Short paper length: 800 words minimum; 1000 words maximum; long paper length > 1000 words; 12 pt. font (Arial, Times New Roman); double spaced and APA format.
Process: Paper will be submitted in Canvas in the Assignment and will be checked through Turnitin.
Instructions:
Answer the questions listed in the Canvas overview using your own experiences and specific examples from the videos and readings presented in this section. You do not need to provide summaries, but you should include details from the course materials that give evidence to:
- your thorough review of the materials
- your ability to analyze the materials and make inferences
- your ability to synthesize the course content

A rubric will be provided for the assignment in Canvas.

Projects- Discussion Boards
Discussion boards will have topics relevant to that module's readings, lectures or additional resources. Each topic will be one continuous thread. Student will need to provide a substantive response to the questions posed. Your post should reference concepts brought up in lectures, readings, visual materials, and other required course content. External links for specific information (e.g., substantive responses, academic tone) and rubrics will be loaded in Canvas for each assignment.

Projects- Infographics
Infographic assignments start with identifying an article(s) in PubMed or another healthcare related database that covers the assigned topic. Next read and review the *Infographic Seminar Handout*, paying particular

attention to Infographic Design: Nine Strategies which you can apply to your infographic. Then use an infographic software program (e.g., PiktoChart, Vizualize.me, Venngage) to visual represent the information and data you find on your topic. External links for specific information (e.g., handout, software links) and rubrics will be loaded in Canvas for each assignment.

Quizzes

There will be sixteen quizzes in this course, both random in class and outside of class posted in Canvas. Having quizzes regularly encourages studying the material on a regular basis and paying attention to the material covered in class. The quizzes allow the instructor to modify and adjust instruction and the immediate feedback helps students to monitor their understanding. Having more quizzes can reduce test anxiety that doing poorly on a single quiz will have a negative effect on a student's grade, also the lowest four quizzes will be dropped. Quizzes will consist of true/false, multiple choice, or short answer questions probing the content of that week's lecture and/or readings. Periodically, there will be opportunities to earn extra points on the quizzes through short answer questions asking how the students added value to the week's lecture (e.g., shared a related article, shared a related work experience, etc.). The first quiz will be on the specifics of the syllabus. Disallowed aids include but are not limited to class notes, books, online resources, or other people. Students may not discuss any aspect of a quiz with classmates or others until after the quiz due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via email to the TA prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise.

Attendance

The instructor will give 7 random in-class "attendance check" assignments in Canvas throughout the semester. This will be done at the beginning of the class period and will have some formative questions from the previous lecture that lets the instructor identify student learning needs and areas that need clarification. The formative questions are not graded and each short attendance check assignment is worth 2 points. The students need to only be present for 5 checks to receive full credit (10 points). If a student is present for fewer than 5 attendance checks their attendance is graded proportionally (e.g., 4 x 20 = 8 points) and no extra credit will be given for additional attendance checks.

Grading

Requirements	Times and Dates	% of Final Grade
Module Tests 1-3	Times and dates posted in Canvas	30
Presentations: Topic, Videos, P3s, Long Papers	Times and dates posted in Canvas	30
Projects: In-class, Short Papers, Infographics, Discussion Boards	Times and dates posted in Canvas	20
Quizzes	Random in-class and dates posted in Canvas	15
Attendance	Random class dates	5

Point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00 not 95.00. Since 7 points is a generous spread for an A there will be no rounding up for other grade increments, for example a 92.99 is an A-.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	70-76.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Policy Related to Make-up Work
Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Late Submissions
Late submissions are not encouraged, but will be accepted for up to 7 days, but with the following policies and penalty schedule:

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time.

It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should email both the instructor and your teaching assistant, and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

Policy Related to Required Class Attendance
Regular online attendance is expected. Students should notify the instructor about upcoming absences as soon as they become aware of potential conflicts. Multiple absences may result in a reduction of a student's class participation grade. Excessive absences may result in further reductions to a student's final grade.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
http://graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf

Policy on Collaboration
Unless otherwise stated explicitly by written instructions, the preparation of all coursework should be done individually. If you are unsure about what level of collaboration is appropriate, ask the instructor before beginning any graded assignment.

HSA6114_Fall_20170817_Rev1

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT
Expectations Regarding Course Behavior

Electronic Device Policy:
Use of electronic devices (laptops, tablets, and cell phones) is not permitted during guest lectures and presentations. The necessity of classroom interaction in this course negates the usefulness of electronic devices as a note-taking device. The use of your electronic device during class can also prove distracting to your classmates, so please refrain from using your electronic device during class.

When use of electronic devices is permitted please adhere to the following-
- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson.
- The expectation is any use of technology will be conducted in a professional and appropriate manner.

Online Etiquette
For further clarification about appropriate email, threads, chats and online collaborations please visit *Netiquette Guidelines: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf*

Attendance:
Students are expected to arrive for class on time, be prepared and ready to participate in class discussions.

Make-up Work
Students are responsible for obtaining notes, handouts, and summary of the lesson/class activities from there team members if a class is missed. The syllabus and course schedule is subject to revision so remember to always check Canvas for updates if you missed class.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On-line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter, We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center: (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

College of Public Health and Health Professions Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu