University of Florida
College of Public Health & Health Professions Syllabus
HSA4191 Health Informatics & Emerging Healthcare Technologies
(3 credit hours)
Spring: 2018
Delivery Format: In-class
E-Learning in Canvas

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Preferred course communications: Canvas email
Course meeting times and location: 4:05-7:05 Room 1101

Prerequisites
Upper-division standing

PURPOSE AND OUTCOME

Course Overview
This course provides a fundamental understanding health informatics, healthcare information systems, and emerging healthcare technologies, starting with the core informatics competencies and the foundation of knowledge model. Key topics will include: cognitive science, legal and ethical aspects, HIPAA privacy and security regulations, systems development life cycle, electronic security, electronic health records, patient engagement, community health, telehealth, data mining, IT certifications, evidence-based practice and translational research. The course will also provide an in-depth look at current technologies to include wearable sensor-based systems for health monitoring and prognosis and the use of mobile health (mHealth) applications in the medical and healthcare sectors to gain an understanding of their emerging role in health informatics.

Relation to Program Outcomes
The course objectives, assignments, and activates are designed to contribute towards mastery of key competencies in the Health Sciences and Public Health bachelor degree curriculums.

Course Objectives
- Apply core health informatics principles to examine emerging health care technologies and their role in acquisition, transmission, processing, storage, and retrieval of medical and healthcare sector information.
- Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic alignment of an organization.
- Identify and discuss the key elements of the HIPAA Security Rule in relation to current HIPAA violations.
- Identify barriers- legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.
- Define the roles of federal, state, and local public health agencies in the development of public health informatics.
- Evaluate evidence-based practice and translational research related to health Informatics and emerging healthcare technologies.

Course Objectives/Competencies Matrix

Course Objectives	Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains	Assessment
Apply core health informatics principles to examine emerging healthcare technologies and their role in the acquisition, transmission, processing, storage, and retrieval of medical and healthcare sector information.	The fundamental concepts and features of project implementation, including planning, assessment, and evaluation (D10.5)	Presentation
Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic alignment of an organization.	The fundamental concepts and features of project implementation, including planning, assessment, and evaluation (D10.5)	Presentation
Identify and discuss the key elements of the HIPAA Security Rule in relation to current HIPAA violations.	Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4) Basic concepts of legal, ethical, economic and regulatory dimensions of healthcare and public health policy and the roles, influences and responsibilities of the different agencies and branches of government (D10.7)	Project
Identify barriers and legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.	Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4) Basic concepts of legal, ethical, economic and regulatory dimensions of healthcare and public health policy and the roles, influences and responsibilities of the different agencies and branches of government (D10.7)	Test
Define the roles of federal, state, and local public health agencies in the development of public health informatics.	Describe key elements of the U.S. healthcare system. (SLO 1) The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries (D10.6)	Test
Evaluate evidence-based practice and translational research related to health Informatics and emerging healthcare technologies.	Develop and apply critical analysis skills to contemporary health issues (SLO 6) The basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice (D10.2) Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (D10.8)	Test

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

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

Week	Date	Topics & Assignments	Readings
1	**January 8**	Module 1: Course Introduction & Syllabus Review (online) Informatics, Disciplinary Science, and the Foundation of Knowledge	Chapter 1- Mastrian & McGonigle Data, Information, Knowledge, Wisdom (DIKW): A Semiotic Theoretical and Empirical Exploration of the Hierarchy and its Quality Dimension by Sasa Baskarada, Andy Koronios
2	**January 15**	Module 2: * No Class * Introduction to Information, Information Science, and Information Systems DB1 Assignment	Chapter 2- Mastrian & McGonigle * Blended Learning *
3	**January 22**	Module 3: Computer Science and the Foundation of Knowledge Model	Chapter 3- Mastrian & McGonigle
3	**January 22**	Module 3: Introduction to Cognitive Science, Informatics and Artificial Intelligence	Chapter 4- Mastrian & McGonigle Jha, S., & Topol, E. J. (2016). Adapting to Artificial Intelligence: Radiologists and Pathologists as Information Specialists. JAMA,

			316(22), 2353–2354. https://doi.org/10.1001/jama.2016.17438 Zang, Y., Zhang, F., Di, C., & Zhu, D. (2015). Advances of flexible pressure sensors toward artificial intelligence and health care applications. Materials Horizons, 2(2), 140–156.
4	**January 29**	Module 4: Ethical and Legal Aspects of Health Informatics DB2 Assignment HIPAA Project Social media risks (e.g., patient privacy breaches, inaccurate information, and legal issues) Utilizing social media in a safe and ethical manner	Chapters 5- Mastrian & McGonigle Meslin, E. M., Alpert, S. A., Carroll, A. E., Odell, J. D., Tierney, W. M., & Schwartz, P. H. (2013). Giving patients granular control of personal health information: Using an ethics "Points to Consider" to inform informatics system designers. *International Journal of Medical Informatics*, *82*(12), 1136–1143. https://doi.org/10.1016/j.ijmedinf.2013.08.010 **(M)** Grajalas, F. J. G., Sheps, S., Ho, K., Novak-Lauscher, H., & Eysenbach, G. (2014). Social Media: A Review and Tutorial of Applications in Medicine and Health Care. *Journal of Medical Internet Research*, 16(2), e13. https://doi.org/10.2196/jmir.2912 **(M)** McKee, R. (2013). Ethical issues in using social media for health and health care research. Health Policy, 110(2–3), 298–301. https://doi.org/10.1016/j.healthpol.2013.02.006
5	**February 5**	Module 5: Test 1 Systems Development Life Cycle: Informatics and Organizational Decision Making New Technology Assignment	Chapter 6- Mastrian & McGonigle Chapter 7- Wager
6	**February 12**	Module 6: Administrative Information Systems	Chapters 7- Mastrian & McGonigle LaVenture, M., Brand, B., Ross, D. A., & Baker, E. L. (2014). Building an informatics-savvy health department: part I, vision and core strategies. Journal of Public Health Management and Practice, 20(6), 667–669.
6	**February 12**	Module 6: The Human–Technology Interface	Chapter 8- Mastrian & McGonigle **(W)** Madden, S. (2013, June 15). With wearable tech like Google Glass, human behavior is now a design problem. https://gigaom.com/2013/06/15/with-wearable-tech-like-google-glass-human-behavior-is-now-a-design-problem/
7	**February 19**	Module 7: Electronic Security Infographic assignment	Speaker IT Professional Chapter 9- Mastrian & McGonigle
8	**February 26**	Module 8: Workflow & Meaningful Use	Chapter 10- Mastrian & McGonigle

8	**February 26**	Module 8: The Electronic Health Record DB3 Assignment	Chapter 11- Mastrian & McGonigle Jensen, P. B., Jensen, L. J., & Brunak, S. (2012). Mining electronic health records: towards better research applications and clinical care. Nature Reviews Genetics, 13(6), 395–405. https://doi.org/10.1038/nrg3208
SB	**March 5**	**NO CLASS – UF Spring Break**	
9	**March 12**	Module 9: Informatics Tools to Promote Patient Safety, Quality Outcomes, and Interdisciplinary Collaboration	BL Date Chapter 12- Mastrian & McGonigle
10	**March 19**	Module 10: Test 2 Patient Engagement and Connected Health	Chapter 13- Mastrian & McGonigle Eyler, A. A. (2011). Consumer health informatics: improving patient engagement. Translational Behavioral Medicine, 1(1), 10–10. https://doi.org/10.1007/s13142-010-0003-1
11	**March 26**	Module 11: Using Informatics to Promote Community/Population Health Role of social media in the medical and health care sectors	Chapter 14- Mastrian & McGonigle Dowding, D., Arcia, A., Bjarnadottir, R. I., Iribarren, S., & Yoon, S. (2016). Integrating a Proposed Population Health Model with Nursing Informatics Research. *Studies in Health Technology and Informatics*, 225, 732–734. Aziz, H. A. (2017). A review of the role of public health informatics in healthcare. Journal of Taibah University Medical Sciences, 12(1), 78–81. https://doi.org/10.1016/j.jtumed.2016.08.011
12	**April 2**	Module 12: Informatics Tools to Support Healthcare Professionals Education and Continuing Education	Chapter 15- Mastrian & McGonigle
12	**April 2**	Module 12 Data Mining as a Research Tool Reflective writing Managing and using EMR data for research DB4 Assignment	Chapter 16- Mastrian & McGonigle Holzinger, A., & Jurisica, I. (2014). Knowledge Discovery and Data Mining in Biomedical Informatics: The Future Is in Integrative, Interactive Machine Learning Solutions. In *Interactive Knowledge Discovery and Data Mining in Biomedical Informatics* (pp. 1–18). Springer, Berlin, Heidelberg. Retrieved from http://link.springer.com/chapter/10.1007/978-3-662-43968-5_1 Murdoch, T. B., & Detsky, A. S. (2013). The Inevitable Application of Big Data to Health Care. *JAMA*, 309(13), 1351–1352. https://doi.org/10.1001/jama.2013.393

13	**April 9**	Module 13: Finding, Understanding, and Applying Research Evidence in Practice Integrating wearable devices into health applications. Synergies between social media and evidence-based practice	Chapter 17- Mastrian & McGonigle (W) Pantelopoulos, A., & Bourbakis, N. G. (2010). A survey on wearable sensor-based systems for health monitoring and prognosis. IEEE Transactions on Systems, Man, and Cybernetics, Part C (Applications and Reviews), 40(1), 1–12. (W) Ossig, C., Antonini, A., Buhmann, C., Classen, J., Csoti, I., Falkenburger, B., … Storch, A. (2016). Wearable sensor-based objective assessment of motor symptoms in Parkinson's disease. *Journal of Neural Transmission*, *123*(1), 57–64. https://doi.org/10.1007/s00702-015-1439-8
13	**April 9th**	Module 13: Bioinformatics, Biomedical Informatics, and Computational Biology	Chapter 18- Mastrian & McGonigle
14	**April 16th**	Module 14: The Art of Caring in Technology-Laden Environments	Chapter 19- Mastrian & McGonigle
14	**April 16th**	Module 14: Generating and Managing Organizational Knowledge	Chapter 20- Mastrian & McGonigle
15	**April 23**	Closing Assignments ,Test 3	Supplemental Readings (M) Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C. (2013). A New Dimension of Health Care: Systematic Review of the Uses, Benefits, and Limitations of Social Media for Health Communication. Journal of Medical Internet Research, 15(4), e85. https://doi.org/10.2196/jmir.1933

W- Example of wearable sensor-based systems for health monitoring and prognosis
M- Example of (mHealth) applications used in the medical and healthcare sectors

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, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials and Technology

Textbooks:

Required: Mastrian & McGonigle, *Informatics for Health Professionals*. (2017) Jones & Bartlett Learning. ISBN-13: 978-1284102635, ISBN-10: 1284102637

Supplement: Wager, Lee, Glaser. *Health Care Information Systems.* 3rd edition. (2013) John Wiley and Sons. ISBN: 9781118173534, Available as free e-book from UF Library (you must be logged on to UF VPN if off campus) http://www.books24x7.com/marc.asp?bookid=58155

Online Resources: Carnegie Mellon University Open Learning Initiative https://oli.cmu.edu/

Additional Materials:

Selected supplemental websites and articles will be posted on Canvas. Supplemental material will be discussed in class and included on tests. PowerPoint presentations will be posted on the course website, however, will not always be available before class. Material provided in the PowerPoint presentation is intended to supplement the course material and information discussed in class.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Tests

Tests are largely multiple choice and 1-3 short answer questions. The tested material includes the PowerPoints, lectures, class 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 at the beginning of class are built upon and repeated or applied in subsequent tests. The lockdown browser, Respondus, will be used for the tests and questions are shown one question at a time and locked after answering.

Presentations Guidelines

Create and give a presentation (PowerPoint, iMovie, Moviemaker, etc.) which addresses your assigned topics. Reference the material from the course and current supporting articles. Areas to consider:

- Current I.T. 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 informatics issues.

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)

Day of the presentation please provide:

A printed hard copies of the presentation (6 slide handout or equivalent) to the TA and the professor at the beginning of class. 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?

Length: 800 words minimum; 1000 words maximum; 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 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.

Discussion boards
Discussion boards will have topics relevant to that module's readings, lectures or additional resources. Each topic will be one continuous thread. Students 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.

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 visually represent the information and data you find on your topic. External links for specific information (e.g., handouts, software links) and rubrics will be loaded in Canvas for each assignment.

Quizzes
There will be quizzes in class and outside of class which will be 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. Questions are shown one question at a time and locked after answering which means you cannot scroll up and down the quiz. 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 seven 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 1 point. The students need only to be present for five checks to receive full credit (5 points). If a student is present for fewer than five attendance checks without an excused absence their attendance is graded proportionally (e.g., 4 x 1 = 4 points) and for excused absences, the student will have an opportunity to make-up the attendance checks. Also, there will no extra credit will be given for additional attendance checks. Requirements for class attendance in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Grading:

Requirement	Due	%	Competencies
Tests 1-3	Times and dates posted in Canvas	30	SLO 1, SLO 4, SLO 6 D10.2, D10.6, D10.7, D10.8
Presentations: Videos, P3s, Papers	Times and dates posted in Canvas	30	SLO 4 D10.5, D10.7
Projects: In-class, Short Papers, Infographics, Discussion Boards	Times and dates posted in Canvas	20	SLO 6, SLO7 D10.3, D10.8
Quizzes	Random in-class and dates posted in Canvas	15	SLO 1, SLO 4, SLO 6, SLO 7 D10.2, D10.6, D10.7, D10.8
Attendance	Random class dates	5	

Grade Calculation
This course uses the percent/weighted grading function in the Canvas. The assignment groups are entered in the assignments page and add up to 100%. The assignment group percentages mirror the weighting in the table above. Within each assignment group, a percentage is calculated by dividing the total points you earned by the total points possible for all assignments in that group. Examples provided below-

If the assignment group "Projects" includes four assignments (e.g., in-class, short paper, infographics, discussion board) totaling 80 points, and you earn 72 points, you would earn 90% for the assignment group (72/80). This percentage is then multiplied by the selected group weight. Each assignment group calculation is added together to create the final grade.

There are five assignment groups (tests, presentations, projects, quizzes, attendance) weighted at 30%, 30%, 20%, 15%, and 5%, respectively. The total score equation for a course with five assignment groups would be (percentage tests x weight tests) + (percentage presentations x weight presentations) + (percentage projects x weight projects) + (percentage quizzes x weight quizzes) + (percentage attendance x weight attendance) = final course percentage. If you scored 92% on tests, 88% presentations, 90% projects, 98% quizzes, 100% attendance, the final score would be calculated as (.30 x .92) + (.30 x .88) + (.20 x .90) + (.15 x .98) + (.05 x 1.00) = .917, or 91.7%.

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

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

Make-up Exams and Assignments
Make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. For excused absences students will be permitted a reasonable amount of time to make up the material or activities covered in their absence. If you miss a test and a make-up test is approved the test will be made up during the next designated testing date.

Technical Issues
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

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 always to 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.

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

Extra Credit
Rarely is extra credit offered, but periodically events come up on campus that would add value to your educational experience. These are unplanned events and they are not backup events established for students that miss the opportunity to attend.

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 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.

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. Online 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 website 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 the 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