

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSA 6114: Introduction to the US Health Care System**

Fall 2018 (3 Credits)

Delivery Format: In Class

UF e-Learning: <http://elearning.ufl.edu/>

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Instructor Name: Ara Jo, PhD  
Office: HPNP 3116  
Phone Number: (352) 273-6539  
Email Address: [ara13j@phhp.ufl.edu](mailto:ara13j@phhp.ufl.edu)  
Office Hours: By Appointment

**Class schedule: 1:55-3:50 (MON) & 1:55-2:45 (WED)**

**Classroom: HPNP G101**

Teaching Assistant: Samantha Larson, MPH

Room Number: HPNP 3121

Email Address: [samantha.larson@ufl.edu](mailto:samantha.larson@ufl.edu)

Office Hours: By Appointment

**Preferred Communication:** Direct email.

*Email Policy:* Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend. Outlook email is a safer means of communication than the email function within Canvas.

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**Prerequisites**

None.

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**PURPOSE AND OUTCOME**

**Course Overview**

This course provides an overview of the evolving structure of the US health care delivery system. Since the US health care system has been periodically changed in diverse aspects over the decades, its dynamic mechanism should be understood. Particularly, the health care system encompasses organization, management, finance, policy and technology. Thus, comprehensive thinking is required.

**Course Objectives and/or Goals**

Upon completion of the course, students are expected to be able to,

1. Understand the basic nature of the US health care system such as structures and operations 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 2010 Affordable Care Act.
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.

### Instructional Methods

Readings, lectures, and discussions are the primary learning tools. The benefits that you receive from this course are directly related to your class preparation and participation---in other words, to the effort that you put into the course.

### Competencies

This course is designed to provide fundamental knowledge of US health care system.

<b>Tasks</b>	<b>MHA Competencies</b>	<b>MPH competencies</b>
Exams, lectures	<p>Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations</p> <p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public</p>	<p>6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</p> <p>7. Assess population needs, assets and capacities that affect communities' health</p> <p>8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</p>
Case Study: ED demand and Policy	<p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</p> <p>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</p> <p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public</p>	<p>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</p> <p>15. Evaluate policies for their impact on public health and health equity</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>
Research Proposal	<p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</p>	<p>7. Assess population needs, assets and capacities that affect communities' health</p> <p>8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>9. Design a population-based policy, program, project or intervention</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>

Compare International Health Care System	<p>Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services</p> <p>Apply effective and appropriate oral and written communication vehicles</p> <p>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</p>	<p>5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</p> <p>6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>
Debate about the use of E-cigarettes	<p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public</p> <p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</p>	<p>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>
Article Critique	<p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</p>	<p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>

## DESCRIPTION OF COURSE CONTENT

### Course Schedule

Week	Dates	Topic(s)	Text Chapter
1	8/22	<b>Introduction and Course Overview</b>	
2	8/27	<b>An overview of the US healthcare system and health</b> <ul style="list-style-type: none"> <li>▪ Heiman&amp; Artiga. 2015. Issue Brief-Beyond the Health Care: The Role of Social Determinants in Promoting Health and Health Equity. <i>KFF</i></li> </ul>	1, 2
	8/29	Article Critique (Group #1-4)	
3	9/3	No Class (Labor Day)	

Week	Dates	Topic(s)	Text Chapter
	9/5	<b>The Future of Health Care Services Delivery</b> <ul style="list-style-type: none"> <li>Porter. 2010. What is Value in Health Care? <i>NEJM</i></li> <li>Burwell. 2016. Building A System That Works: The Future Of Health Care. <i>Health Affairs</i></li> </ul>	14
4	9/10	<b>Health Services Workforce</b> <ul style="list-style-type: none"> <li>Sonenberg et al. 2015. Implementing the ACA: The Influence of Nurse Practitioner Regulatory Policies on Workforce, Access to Care, and Primary Care Health Outcomes. <i>Poverty &amp; Public Policy</i></li> <li>Carek. 2018. Potentially Alarming Trends in the Scope of Practice for Family Physicians. <i>JABFM</i></li> </ul>	4
	9/12	Article Critique (Group #5-8)	
5	9/17	<b>Health Services Costs and Financing</b> <ul style="list-style-type: none"> <li>Papanicolas et al. 2018. Health Care Spending in the United States and Other High-Income Countries. <i>JAMA</i></li> <li>Rothberg et al. 2014. The Cost of Defensive Medicine on 3 Hospital Medicine Services. <i>JAMA Internal Medicine</i></li> </ul>	6, 12
	9/19	Article Critique (Group #9-12)	
6	9/24	<b>Health Insurance and Managed care</b> <ul style="list-style-type: none"> <li>Nyman JA. 2004. Is 'moral hazard' inefficient? The policy implications of a new theory. <i>Health Affairs</i>.</li> <li>KFF. 2017. Key Facts about the Uninsured Population. KFF</li> </ul>	6
	9/26	Review Mid-term	
7	10/1	<b>Mid-term</b>	
	10/3	Article Critique (Group #13-16)	
8	10/8	<b>Health Care Access and Quality</b> <ul style="list-style-type: none"> <li>Andersen. 1995. Revisiting the Behavioral Model and Access to Medical Care: Does it Matter?</li> <li>Gawande A. Jan 24, 2011. The Hot Spotters. <i>The New Yorker</i></li> </ul>	12
	10/10	Article Critique (Group #17-20) <b>EMTALA case study deadline: 10/12 (Friday) 5pm submit via Canvas</b>	
9	10/15	<b>Health Policy</b> <ul style="list-style-type: none"> <li>Wherry &amp; Miller. 2016. Early Coverage, Access, Utilization, and Health Effects Associated With the Affordable Care Act Medicaid Expansions: a Quasi-experimental Study. <i>Annals of Internal Medicine</i></li> <li>Fleegler, E.W., Lee, L.K., Monuteaux, M.C., Hemenway, D. and Mannix, R., 2013. Firearm legislation and firearm-related fatalities in the United States. <i>JAMA internal medicine</i>, 173(9), pp.732-740.</li> </ul>	13
	10/17	Article Critique (Group #1-4)	
10	10/22	<b>Medical Technology</b> <ul style="list-style-type: none"> <li>Harle &amp; Menachemi. 2014. Will electronic health records improve healthcare quality? Challenges and future prospects. <i>Expert Review of Pharmacoeconomics &amp; Outcomes Research</i>.</li> </ul>	5

Week	Dates	Topic(s)	Text Chapter
	10/24	Article Critique (Group #5-8)	
11	10/29	<b>Outpatient and primary care services &amp; Inpatient facilities and services</b> <ul style="list-style-type: none"> <li>▪ Starfield, B., Shi, L. and Macinko, J., 2005. Contribution of primary care to health systems and health. <i>The milbank quarterly</i>, 83(3), pp.457-502.</li> </ul>	7, 8
	10/31	Article Critique (Group #9-12)	
12	11/5	<b>Long-term care &amp; Health Service for Special Population</b> Guest Speaker: Mobile Clinic led by the Dept. Community Health and Family Medicine at UF	10
	11/7	Article Critique (Group #13-16) <i>Comparisons of International health care system deadline: 11/9 (Friday) 5pm submit via Canvas</i>	
13	11/12	No Class (Veterans Day)	
	11/14	Article Critique (Group #17-20) <i>Research paper deadline: 11/16 (Friday) 5pm submit via Canvas</i>	
14	11/19	Presentation: Comparisons of international health care systems (4 groups)	
	11/21	No Class (Thanksgiving)	
15	11/26	Presentation: Comparisons of international health care systems (4 groups)	
	11/28	Presentation: Comparisons of international health care systems (2 groups) <i>E-cigarettes report deadline: 11/30 (Friday) 5pm submit via Canvas</i>	
16	12/3	Debate: E-cigarettes policy Review Final exam	
	12/5	<b>Final Exam</b>	

## Course Materials

### Required Materials

1. Leiyu Shi and Douglas A. Singh, *Delivering Health Care in America* 7<sup>th</sup> Ed., 2017.
2. Harvard Business Publishing, Education: *E-Cigarettes: Marketing vs Public Health* (<https://www.hbs.edu/faculty/Pages/item.aspx?num=45857>)

PowerPoint slides and additional readings used for lectures will be posting on Canvas a week before each class.

### Sources for Additional Information and Article Critiques

- Health Affairs
- JAMA
- NEJM
- American Journal of Public Health
- Healthcare Management Review
- Medical Care
- Medical Care Research and Review

- Health Services Research
- Medical Care
- Annals of Internal Medicine

**Announcements:** Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

**Technical Requirements:** Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

For **technical support for the course eLearning site, activities, and assessments**, please contact: Truly Hardemon, MEd  
 Room Number: HPNP 4173 Phone Number: 352-273-5822  
 Email Address: [hardemont@ufl.edu](mailto:hardemont@ufl.edu)  
 Office Hours: Monday – Friday, 8:00 AM to 5:00 PM EST.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Exam

**Exam:** This course has two exams: mid-term and final. Exam dates are given on the course schedule.

Exams covers the course materials, lectures, assigned readings, textbooks. The exams are not cumulative.

### Assignments

1. **Case Study #1 (Group assignment):** Emergency Department Waiting Time Under the Emergency Medical Treatment and Labor Act (EMTALA)
  - a. The purpose of this case study is to have you think critically about a problem facing the health care delivery system. The problem may not always be readily apparent based on an initial set of facts. As a health care investigator, you will propose a feasible solution to CEOs of CMH or City Hospital based on your research proposal. To formulate a reasonable solution you need to generate a hypothesis (a theory or premise). You will need data to support your hypothesis and to evaluate a potential solution.
  - b. You will need to response the following questions below.
    - i. **Review the facts of the case**
      - As CEO of CMH what do you see as the key problem? What are the reasons for the key problem? You may wish to consider reasons that are not directly described in the case narrative.
      - Now...shift your perspective. As CEO of City Hospital, what is the key problem? What are the reasons for the problem? How are the problems and the underlying reasons different once you change your vantage point?
      - Finally, consider the role of the Mayor. Does the Mayor have a major problem on his hands? Why or why not? If you think the Mayor has a problem, what are the underlying reasons from his perspective?
    - ii. **Consider solutions**
      - If you were the CEO of CMH, what would you do? Hint: consider thinking about why people may go to the ED. Are there other sources of revenue that you could generate to help reduce the expected shortfall? What are these other potential sources?

- What kinds of data would you need to figure out a solution? What data would you need to evaluate the solution?
  - Now consider City Hospital. You have found a solution to your problem? Is there more you could do or should do?
  - What additional kinds of data would you need to assess whether your theory about the problem is correct
- c. Format
- i. Should be business memo format to one of CEOs your group choose. The case study should be up to 4 pages in length (excluding reference/table/figure), double spaced, 1-inch margins and 12-point Arial font. (business memo format: <https://owl.english.purdue.edu/owl/resource/590/04/>)
  - ii. In-text citations and references should be formatted using AMA style (<https://www.lib.jmu.edu/citation/amaguide.pdf>)
  - iii. Require at least 3 references
  - iv. **Deadline: October 12 (Friday) 5pm submit via Canvas**
- d. Rubric (15pts)
- i. Summary/overview (7pts): respond to questions above and summarize current issue. You should address why current ED policy is associated with this circumstance.
  - ii. Solutions (8pts): respond to questions above and proposal feasible and reasonable solutions to CEOs. Should give data sources and illustrate what you assess with this data.
  - iii. No extra page is allowed. (0.5 pts deduction)

## 2. Case Study #2 (Group assignment): E-cigarette and public health

- a. The purpose of the case study is to have you think diverse perspectives about the use of e-cigarettes. You will read the Harvard Business Review case study about E-Cigarettes. You will prepare the debate on behalf of the assigned entity. Five entities (i.e., health services managers, tobacco business, e-cigarette business, public health professionals, and public) will debate about legislation of e-cigarettes in class. The ultimate goal of this debate activity is to understand how to propose and enact the health policy by compromising with different interests groups.
- b. You will respond to following questions and address your points clearly with reasonable rationale on your report.
  - i. How should e-cigarettes be regulated?
  - ii. Assess the benefits of e-cigarettes to consumers. (i.e., current cigarette smokers, never smokers, former smokers).
  - iii. Assess the public health benefits and risk of e-cigarettes.
  - iv. Do you think e-cigarettes can be considered as medicinal products?
  - v. What is your rationale of your opinion?
  - vi. What are potential challenges of your perspective?
- c. Format
  - i. This assignment is formatted with three ways: 1) discuss with other groups, 2) present key viewpoints on behalf of your entity and 3) argue the opposing viewpoints.
  - ii. Debate: It takes 40-45 minutes in total. First, each representative will have 5 minutes briefing time. After presenting viewpoints from each entity, the debate starts. In 15-20 minutes, representatives argue for opposing viewpoints and defense their own viewpoints in a formal manner. Each presenter will have 1 minute speeches/arguments. A moderator will control time limits.
  - iii. The report should be up to 2 pages in length (excluding reference), double spaced, 1-inch margins and 12-point Arial font.
  - iv. In-text citations and references should be formatted using AMA style (<https://www.lib.jmu.edu/citation/amaguide.pdf>)

- v. **Deadline: Both paper and slides should be submitted by November 30 (Friday) 5pm submit via Canvas**
- d. Rubric (10 pts)
- i. Debate (5 pts): Present key viewpoints of your group clearly. Argue the opposing viewpoints in a formal manner. Respond to a question given by other groups.
  - ii. Report (5 pts): Describe key viewpoints on behalf of your entity clearly. Evaluate current e-cigarettes policy and discuss challenges your entity may face. A scientific and logical rationale should be provided.
  - iii. Extra page: 0.5 pts deduction
3. **Research Proposal (Individual assignment)**
- a. The purpose of the proposal is to investigate a current phenomenon or issue in the health care delivery system. You will address significance of your research question in introduction/backgrounds and illustrate scientific methods to demonstrate your question. The topic should be relevant to current healthcare delivery system/ health policy or public health programs. A suggested proposal outline corresponds to literatures in peer-reviewed journals.
  - b. Format
    - i. The paper should be up to 5 pages in length (excluding reference/tables/figures), double spaced, 1-inch margins and 12-point Arial font.
    - ii. In-text citations and references should be formatted using AMA style (<https://www.lib.jmu.edu/citation/amaguide.pdf>)
    - iii. Require at least 7 references from peer reviewed journals
    - iv. **Deadline: November 16 (Friday) 5pm submit via Canvas**
  - c. Rubric (15 pts)
    - i. Title (1pt): indicate the research question and study's design
    - ii. Introduction/overview (8 pts): explain the scientific background and logical rationale for the investigation and should state specific objectives and hypotheses. You can apply any theory if needed.
    - iii. Methods (5pts)
      - 1. Study design: present your study design (i.e., quantitative or qualitative) and study setting if needed
      - 2. Study population: describe the eligibility criteria and the sources and methods of selection of study population
      - 3. Variables: clearly define all outcomes and relevant variables
      - 4. Data sources: give sources of data and details of data structure (i.e., survey design or strength of the dataset) (quantitative study)
      - 5. Statistical methods: describe all statistical methods and explain how to operate your variables (i.e., continuous variable, counting variable, etc) (if applicable)
    - iv. Reference (1pts)
      - 1. Should be formatted using AMA style
    - v. Extra page: 0.5 pts deduction
4. **Comparative International Examples of Healthcare Delivery (Group assignment)**
- a. Overview: Considering the current state of health care in the US, this project requires you to design an ideal US health care delivery system that would address key issues that will improve the health outcomes in the US. This project is based on the knowledge gained throughout the semester on health care in the US such as system financing, service provision, equity, access, insurance type and management. Each country's healthcare system is unique and influenced by the local culture as well as per capita income and government spending for healthcare. Some elements in international healthcare can be a transportable solution for the healthcare system issues faced in the US.



- b. You are asked to:
  - i. Introduce a health care delivery system of other country your group selects and present political, economic, social and cultural characteristics that helps to understand the health care system (i.e., GDP, inequity, government structure, etc).
  - ii. Describe similarities and differences of health care delivery systems between the US and the selected country.
  - iii. Identify at least 2 key problems in the US health care system based upon your comparisons
  - iv. Propose solutions or best approach to improve US health care indicators from an international health care system using strategies from the selected country.
  - v. For each identified problem within the US health care system explain why do you think that is a problem and justify your proposed solution in the context of an international health care system. Take into account the political, social, economic and culture aspect and factors of the international health care system with respect to implementation of your proposed solution.
- c. Format
  - i. Paper should be up to 5-page length (excluding tables and references), double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. Paper should follow AMA style of using 12 pt. Arial font.
  - ii. Presentation should be delivered with visual resource (powerpoint slides). It will be 15 minutes long presentation and 5 minutes for Q&A.
  - iii. **Deadline: Submit both paper and presentation slides by November 9 (Friday) 5pm submit via Canvas**
- d. Rubric (15 pts)
  - i. Introduction (5pts): Introduce a health care delivery system and social and cultural characteristics of the country your group choose. Compare similarities and differences of the health care system between the US and the country your group select.
  - ii. Identifying problems of the US health care system (4 pts): In-depth reflection on identifying key issues of US health care and justify reasons for your choices are well demonstrated and supported in the design of the ideal US health care system
  - iii. Solutions (5pts): Proposed feasible and applicable solutions for implementation of the design in considering all vital components. Very clear examples with well-organized analysis describing practical steps to improve the US health care with evidence base from the international health care and knowledge gained throughout the semester on health care.
  - iv. Attitude (1 pt): Be prepared for presentation and Q&A
  - v. Extra page: 0.5 pts deduction

## 5. Article Critique (Group assignment)

- a. The purpose of this assignment is to have you think critically about the US health care system according to scientific evidence. You should discuss strengths and weakness of the research paper.
- b. Each group will present *twice* throughout the semester.
- c. Presentation dates will be on the course schedule.
- d. Your written article critique should include:
  - i. The name of the article, and site the source (i.e. was it from JAMA, or other source, what was the date.)
  - ii. A summary of the major elements of the paper (e.g. description of the policy, research project, best practice, public health program etc., that the paper is about)
  - iii. Discuss how the article is relevant to the previous lecture topic (i.e implications for health policy, health care delivery, or health management)

- e. Format
- i. A presentation should be delivered via powerpoint slides of summary and critique slides.
  - ii. You should select an article from peer-reviewed journal. News article (i.e., the New York Times) or Wikipedia are not allowed.
  - iii. The article should be posted on discussion board, Canvas by Tuesday 12pm.**
  - iv. A presentation file should be submitted via Canvas by Wednesday 5pm.**
- f. Rubric (5pts\*2=10pts)
- i. Summary (1pts): Summarize key points of a selected article and discuss the relevance and the significance of that topic in current US health care system
  - ii. Critique (2pts): Address at least two strengths and two weakness of a selected paper respectively.
  - iii. Presentation (2pts): Present a summary and critique points in slides.

### Participation

You are expected to be actively engaged in the course through the semester. To earn extra point, you can respond to a given question or share your experience in health care field during the class.

### Grading

Final grades will reflect your performance in these areas:

Requirement		Number of Points
Exams	Mid-term	20
	Final	15
Assignments	Case Study #1: ER demand and EMTALA	15
	Case Study #2: E-cigarette	10
	Research Proposal	15
	Comparative International Examples of Health Care Delivery	15
	Article Critique (5pts *2)	10
Total points		100

Here are the **approximate** point score to letter grade translations:

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60.99
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

- There will be no rounding up for grade increments, for example a 92.99 is an A-
- Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science Program does not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	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	1.67	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>

Finally, note that the assignment of letter grades will be influenced by the overall performance of the class. In other words, a rising tide lifts all boats.

### Exam Policy

#### Policy Related to Make up Exams or Other Work

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.

#### Policy Related to Required Class Attendance

Students are expected to attend all classes unless extreme circumstances make attendance impossible. Any class absences must be approved by the instructor beforehand. Approvals will include the means by which a student will make up his or her absence.

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://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic\\_regulations/academic\\_regulations\\_013\\_.htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm)

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

#### Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Students are expected to arrive for class on time, and be prepared and ready to participate in class discussions. Students are required to silence all cell phones and close all laptop computers during class unless they are to be used to support directed class activities.

### 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> so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. 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/>

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## 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 to you, which you then give to the instructor when requesting accommodation. 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>. 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 the Alachua County Crisis Center:  
(352) 264-6789 or

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – 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.

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