

University of Florida
College of Public Health & Health Professions Syllabus
Introduction to Health Professions
HSC 2000 (3 credits)
Class location: HPNP 1404 (auditorium)
Meeting times: Tuesday 3-5pm and Thursday 4-5pm
Semester: 2018
Delivery Format: On-Campus/Blended
Course Website: elearning.ufl.edu (Canvas)

Instructor Name: Kea Turner, PhD, MPH, MA
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Office Hours: Tuesdays 2-2:50pm and appointment
Teaching Assistant: Raj Desai, raj.desai@phttp.ufl.edu
Preferred Course Communications (e.g. email, office phone): Email to instructor

Prerequisites: None

PURPOSE AND OUTCOME

Course Overview

This course provides an overview of the U.S. healthcare system and the health workforce. This course will provide an overview of big concepts in health care, such as quality of care, social determinants of health, healthcare reform, and healthcare insurance. Additionally, this course will review the roles and educational requirements of health professionals, such as dentists, pharmacists, physicians, nurses, and others. Students will also develop professional skills as part of the course including the ability to work effectively in a team and deliver a presentation.

Course Objectives and/or Goals

Upon successful completion of the course, students will be able to:

1. Describe, discuss, and analyze the performance of the U.S. healthcare system
2. Describe, discuss, and analyze the determinants of health and the health of the U.S. population
3. Describe and compare the roles and educational requirements of various health professionals
4. Work effectively with a team of fellow students to identify, describe, and examine a problem in the U.S. healthcare system that affects healthcare professionals
5. Deliver an effective oral presentation

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course uses a combination of lecture, seminar with guest lectures, and some online “Blended Learning” assignments. Regular class attendance is absolutely critical to be successful in HSC 2000. While course readings and class presentations are posted on Canvas, understanding the material requires active participation in class and group discussions and detailed note-taking.

Blended Learning

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(s)	Topic(s) and Learning Objectives	Readings and Assignments
1	Thurs 8/23	Course introduction and introduction to U.S. healthcare system <ul style="list-style-type: none"> • Introduction to course, instructor, and canvas • Screening of “How do we heal medicine” • Class discussion about TedTalk 	Required: Please watch Atul Gawande’s TedTalk, “How do we heal medicine” if you missed class.

Week	Date(s)	Topic(s) and Learning Objectives	Readings and Assignments
2	Tues 8/28	<p>Quality of Care (3-4pm)</p> <ul style="list-style-type: none"> • How the U.S. healthcare system compares to other countries? • How do we measure healthcare system performance? • What affects our healthcare system's performance? • Details of team project and working together in a team <p>Group meeting (4-5pm)</p> <ul style="list-style-type: none"> • Introductions • Assignment of roles • Establish group rules • Complete group 1 assignment 	<p>Required: Please watch the NPR and Kaiser Health video, "Health of the HealthCare System."</p> <p>Required: Claxton, G., et al. (2015). Measuring the quality of healthcare in the US. Retrieved from https://www.healthsystemtracker.org/brief/measuring-the-quality-of-healthcare-in-the-u-s/?_sft_category=quality-of-care#item-start</p> <p>Optional: The Commonwealth Fund. (2018). The 2018 State Health System Scorecard. (Only the interactive on Canvas, not the whole report).</p> <p>Optional: The Commonwealth Fund. (2017). Mirror, mirror on the wall, 2017 update: how the U.S. health Care system compares internationally. (Only the summary on Canvas, not the whole report).</p> <p>Individual Assignment: Please post in the week 2 discussion board and answer, "What made you interested in this class?" and "What do you hope to get out of this class?" Due by 8/28 at noon.</p>
	Thurs 8/30	<p>Social determinants of health</p> <ul style="list-style-type: none"> • How do we define health for individuals and the population? • What are the social determinants of health? • How to ask a good discussion question 	<p>Required: Please watch Rebecca Onie's TedTalk, "What if our healthcare system kept us healthy?"</p> <p>Required: Healthy People 2020. (2018) Social Determinants of Health. Retrieved from https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health</p> <p>Required: Please take a look at the County Health Rankings website. Just skim the website to understand its purpose: http://www.countyhealthrankings.org</p> <p>Optional: Shroeder, S. (2007). Shattuck Lecture. We can do better – improving the health of the American people. <i>New England Journal of Medicine</i>, 357:1221-1228.</p> <p>Group assignment: Please submit group 1 assignment on Canvas by noon on 8/30.</p>

Week	Date(s)	Topic(s) and Learning Objectives	Readings and Assignments
3	Tues 9/4	<p>Health promotion and disease prevention (3-4pm)</p> <ul style="list-style-type: none"> • Define health promotion • Define types of disease prevention • Define goal of US Preventive Services Taskforce and Community Preventive Services Taskforce (Community Guide) • Describe leading causes of death • How to read a journal article and common types of articles <p>Career Building Session (4-5pm): Getting into Dental School: Advice from an admissions officer Pamela Sandow, DMD Assistant Dean for Admissions UF College of Dentistry</p>	<p>Required: Please read through Pamela Sandow's biography.</p> <p>Required. Please read chapter 12 on dentistry in the Stanfield textbook.</p> <p>Required: CDC. (2018). National Health Report Highlights. (Pages 1, 8 and 9 only). Retrieved from https://www.cdc.gov/healthreport/publications/compendium.pdf</p> <p>Optional: Moore, C. (2018). To improve health disparities, focus on oral health. Robert Wood Johnson Foundation website: https://www.rwjf.org/en/blog/2018/08/to-improve-health-disparities-focus-on-oral-health.html</p> <p>Optional: Skim Healthy People 2020 website, the oral health section. https://www.healthypeople.gov/2020/topics-objectives/topic/oral-health</p> <p>Individual assignment: Please post one discussion question for Pamela Sandow on Canvas by noon on 9/4.</p>
	Thurs 9/6	<p>Long Term Care and Palliative Care</p> <ul style="list-style-type: none"> • Describe the characteristics of LTC • Describe the types of LTC providers and delivery settings • Define palliative care • Go over team project <p>Guest Lecture (4-5pm): Providing Peer Support to Adolescents with Chronic Illnesses Andrew Walker Assistant Director Streetlight, UF Health</p>	<p>Required: Please watch Rebecca Brown's TedTalk, "Don't Dwell on Dying."</p> <p>Required: Please read the "program summary" section of the Streetlight website to learn about what the program does. Please also read through Andrew Walker's biography.</p> <p>Required: Please read D.Auria et al. (2000). The Company They Keep: The Influence of Relationships on Adjustment to Cystic Fibrosis During Adolescence. Journal of Pediatric Nursing, 15(3), 175-182. (Focus on the findings section)</p> <p>Individual assignment: Please post one discussion question for Andrew Walker on Canvas by noon on 9/6.</p>

Week	Date(s)	Topic(s) and Learning Objectives	Readings and Assignments
4	Tues 9/11	<p>Guest Lecture (3-4pm): Using Community Health Workers to Engage Communities Beatrice Dorestil and Teina Phillips, MPA Lead Community Health Worker and Director of Operations HealthStreet, UF Health</p> <p>Career Building Session (4-5pm): How to Deliver an Effective Presentation Stephanie Webster Associate Director UF Dial Center for Written and Oral Communication</p>	<p>Individual assignment: Please post one discussion question for BOTH Beatrice Dorestil and Stephanie Webster on Canvas by noon on 9/11.</p> <p>Required. Please read chapter 23 in Stanfield textbook on health education (community health worker section only) in the Stanfield textbook.</p> <p>Required: Please read through Beatrice Dorestil, Teina Phillips, and Stephanie Webster's biographies.</p> <p>Required: Please visit the UF Center for Written and Oral Communication website and explore some of their programs and courses.</p>
	Thurs 9/13	<p>Career Building Session (4-5pm): How to Search for Literature Nancy Schaefer University Librarian UF Health Science Center Library</p>	<p>Required: Please read through Nancy Schaefer's biography.</p> <p>Required: Please skim through the UF library guide for public health and for health services research.</p> <p>Individual assignment: Please post one discussion question for Nancy Schaefer on Canvas by noon on 9/13.</p>
5	Tues 9/18	<p>Overview of Ambulatory Care</p> <ul style="list-style-type: none"> • Define ambulatory care services • Describe the primary ambulatory care providers and settings • Describe safety net systems <p>Group Meeting (4-5pm):</p> <ul style="list-style-type: none"> • Select a topic • Develop plan and timeline for completing group presentation • Complete group assignment 2 	<p>Required: Please read through all the group topics so that when you meet as a group you can select a topic.</p> <p>Required: The Commonwealth Fund. (2013, June). Primary Care: Our First Line of Defense. Available at: http://www.commonwealthfund.org/Publications/Health-Reform-and-You/Primary-Care-Our-First-Line-of-Defense.aspx</p> <p>Optional: Bodenheimer, T.S. & Smith, M.D. (2013). Primary care: proposed solutions to the physician shortage without training more physicians. <i>Health Affairs</i>, 32(11): 1881-1886.</p>

Week	Date(s)	Topic(s) and Learning Objectives	Readings and Assignments
	Thurs 9/20	<p>Career Building Session (4-5pm): Becoming a Physician's Assistant: Advice on Getting into PA School Pamela Patton, PA, MSP, DFAAPA Director of Admissions UF School of Physician Assistant Studies</p>	<p>Required: Please read chapter 10 in Stanfield textbook on physician's assistants.</p> <p>Required: Please read through Pamela Patton's biography.</p> <p>Individual assignment: Please post one discussion question for Pamela Patton on Canvas by noon on 9/20.</p> <p>Group assignment: Please submit group assignment 2 on Canvas by noon on 9/20.</p>
6	Tues 9/25	<p>Guest Lecture (3-4pm): The Role of Nurses in Primary Care: Experiences from a Nurse-Managed Primary Care Practice Anna Ashley Kairalla, ARNP Clinical Assistant Professor and Family Nurse Practitioner UF College of Nursing and Archer Family Healthcare</p> <p>Group meeting (4-5pm)</p> <ul style="list-style-type: none"> • Work on group quiz 1 	<p>Required: Please read chapter 11 in Stanfield's textbook on nurses.</p> <p>Required: Please read through Anna Ashley Kairalla's bio and read the overview on the Archer Family Health Care website to better understand what they do.</p> <p>Individual assignment: Please post one discussion question for Anna Ashley Kairalla on Canvas by noon on 9/25.</p>
	Thurs 9/27	<p>Overview of healthcare insurance</p> <ul style="list-style-type: none"> • Public and private payers • Medicaid and Medicare • How doctors get paid • Go over how to evaluate evidence and APA citation style 	<p>Required: Pollitz, K. (2006). <i>Private health insurance 101</i>. Retrieved from: http://kff.org/archived-kaiseredu-org-tutorials/</p> <p>Required: This American Life. (October 16, 2009). <i>Someone else's money</i>. Retrieved from: http://www.thisamericanlife.org/radio-archives/episode/392/Someone-Elses-Money</p> <p>Optional: Kaiser Family Foundation. (2010). <i>Medicare: a primer</i>. Retrieved from: http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7615-03.pdf</p> <p>Optional: Kaiser Family Foundation. (2013). <i>Medicaid: a primer</i>. Retrieved from: http://kaiserfamilyfoundation.files.wordpress.com/2010/06/7334-05.pdf</p> <p>Group assignment: Quiz 1 is due on Canvas by noon on 9/28. The quiz will only cover material through 9/25.</p>

Week	Date(s)	Topic(s) and Learning Objectives	Readings and Assignments
7	10/2	<p>Guest Lecture (3-4pm): What do occupational therapists do? Christine Myers, PhD, OTR/L Clinical Associate Professor & Program Director Department of Occupational Therapy College of Public Health and Health Professions</p> <p>Group meeting (4-5pm)</p> <ul style="list-style-type: none"> Work on literature review 	<p>Required: Please read through Christine Myers bio.</p> <p>Required: Please read chapter 18 in Stanfield's textbook on occupational therapists.</p> <p>Individual assignment: Please post one discussion question for Christine Meyers on Canvas by noon on 10/2.</p>
	Thurs 10/4	<p>Guest Lecture (4-5pm): Using Art to Support Medicine Jill Sonke Director University of Florida Center for Arts in Medicine</p>	<p>Required: Please read through Jill Sonke's bio.</p> <p>Required: Please review the Arts in Medicine website and explore some of the programs offered at UF.</p> <p>Individual assignment: Please post one discussion question for Jill Sonke on Canvas by noon on 10/4.</p>
8	Tues 10/9	<p>Introduction to the Affordable Care Act</p> <ul style="list-style-type: none"> Appreciate the goals for health reform and understand the major provisions of the Affordable Care Act <p>Guest lecture or group assignment (4-5pm): TBD</p>	<p>Required: Tolbert, J. (September 2010). Health reform: an overview. Retrieved from: http://kff.org/archived-kaiseredu-org-tutorials/</p> <p>Required: Kaiser Family Foundation. (July 2013). <i>The YouToons get ready for obamacare: health insurance changes coming your way under the affordable care act</i>. Retrieved from: http://kff.org/health-reform/video/youtoons-obamacare-video/</p>
	Thurs 10/11	<p>Hospitals and health systems</p> <ul style="list-style-type: none"> Describe the organization of hospitals and health systems Understand how to characterize hospitals and health systems Describe the types of care delivered in hospitals and health systems Describe challenges with rural healthcare 	<p>Required: The Commonwealth Fund. (2013, November). <i>Better care at lower cost</i>. Available at: http://www.commonwealthfund.org/Publications/Health-Reform-and-You/Better-Care-at-Lower-Cost.aspx?omnicid=20</p> <p>Optional: Merlis, M. (2010, July 27). Health policy brief: accountable care organizations. <i>Health Affairs</i>. Available at: http://www.healthaffairs.org/healthpolicy/briefs/brief.php?brief_id=23</p>

Week	Date(s)	Topic(s) and Learning Objectives	Readings and Assignments
9	Tues 10/16	<p>Guest Lecture (3-4pm): Using speech therapy to help children with reading disabilities Laurie Gauger, PhD, CCC-SLP Clinical Assistant Professor Department of Speech, Language, and Hearing Sciences College of Public Health and Health Professions</p> <p>Group assignment (4-5pm):</p> <ul style="list-style-type: none"> Work on literature review 	<p>Required: Please read through Laurie Gauger's bio.</p> <p>Required: Please read the overview on the UF Health Rehab Center for Kids – Magnolia Parke to find out about what they do.</p> <p>Required: Please read chapter 16 in Stanfield's textbook on communication impairment professionals.</p> <p>Individual assignment: Please post one discussion question for Laurie Gauger on Canvas by noon on 10/16.</p>
	Thurs 10/18	Guest Lecture: TBD	
10	Tues 10/23	<p>Guest Lecture (3-4pm): Working together: How pharmacists and physicians collaborate to support patient care Katherine Vogel Anderson, Pharm.D., BCACP Clinical Associate Professor College of Pharmacy University of Florida</p> <p>Group Assignment:</p> <ul style="list-style-type: none"> Work on literature review and annotative bibliography 	<p>Required: Please read through Katherine Vogel Anderson's bio.</p> <p>Required: Stetten et al. (2018). Inter-professional collaboration in a transitional care management clinic: a qualitative analysis of healthcare professionals experiences. <i>Journal of Inter-professional Education & Practice</i>, 12, 73-77. (Focus on the findings)</p> <p>Required: Please read chapter 14 in Stanfield's textbook on pharmacists.</p> <p>Individual assignment: Please post one discussion question for Katherine Vogel Anderson on Canvas by noon on 10/23.</p>
	Thurs 10/25	<p>The Role of Government in Healthcare</p> <ul style="list-style-type: none"> Describe the roles of each of the federal agencies involved in healthcare Take a look at the agencies involved in food regulation (in preparation for Michelle's talk) 	<p>Individual Assignment: Please submit your take home test by 10/25 at 5pm.</p> <p>Group Assignment: Please submit group assignment 3 (annotative bibliography) by 10/25 at noon.</p>
11	Tues 10/30	<p>Guest Lecture (3-4pm): Introduction to Food Safety: A Look at Salmonella Michelle Danyluk Associate Professor and Extension Specialist UF Citrus Research and Education Center Institute of Food and Agricultural Sciences</p> <p>Group Assignment (4-5pm):</p> <ul style="list-style-type: none"> Work on quiz 2 	<p>Required: Please read through Michelle Danyluk's bio.</p> <p>Required: Skim food safety section on Healthy People 2020 website.</p> <p>Individual assignment: Please post one discussion question for Michelle Danyluk on Canvas by noon on 10/30.</p>
	Thurs 11/1	Guest Lecture: TBD	Group Assignment: Please submit your group quiz 2 by noon on 11/1.

Week	Date(s)	Topic(s) and Learning Objectives	Readings and Assignments
12	Tues 11/6	<p>Guest lecture (3-4pm): Emergency care: How critical care teams respond in a crisis David Meurer, MD Medical Director, ShandsCair Adult/Peds Team and Assistant Professor, Emergency Medicine and EMS Department of Emergency Medicine</p> <p>Group Assignment (4-5pm):</p> <ul style="list-style-type: none"> Please continue to work on your presentations 	<p>Required: Please read through David Meurer's bio.</p> <p>Required: Please read the "about" and "patient populations" section of the ShandsCair website.</p> <p>Required: Please read chapter 25 of the Stanfield textbook on "emergency medical technicians and paramedics. Please note that David is a physician but leads a team of emergency medical technicians and paramedics.</p> <p>Individual assignment: Please post one discussion question for David Meurer on Canvas by noon on 11/6.</p>
	Thurs 11/8	Guest Lecture: TBD	
13	Tues 11/13	Guest Lecture: TBD	
	Thurs 11/15	Guest Lecture: TBD	Individual Assignment: Please submit your take home test by 11/15 at noon.
14	11/20 11/22	No Class – Thanksgiving Week	None. Please enjoy your holiday.
15	Tues 11/27	<p>Guest Lecture (3-4pm): TBD</p> <p>Group assignment (4-5pm):</p> <ul style="list-style-type: none"> Please work on your presentations 	
	Thurs 11/29	<p>Group Presentations via Zoom (virtual)</p> <ul style="list-style-type: none"> Please deliver your presentation to a peer group and watch your peer group's presentation and provide feedback 	
16	Tues 12/4	<p>Class Wrap Up</p> <ul style="list-style-type: none"> Review of key themes from HSC 2000 Review of areas we did not cover 	Group Assignment: Please submit a PDF and recording of your presentation by 12/5 at 5pm. Please also submit your peer feedback report form.

Course Materials and Technology

Textbooks

Stanfield's Introduction to Health Professions, by L Nanna Cross and Dana McWay, 7th edition. Jones and Bartlett Publishing. ISBN-13: 9781284098808

Optional

Essential of the U.S. Health Care System by L. Shi and D. A. Singh, 4th edition. Jones and Bartlett Publishing. ISBN: 978-1-284-10055-6

Other readings

Additional readings will be assigned throughout the semester. Please refer to the syllabus and Canvas website for assigned readings.

Technology

Required Equipment: Computer with high-speed Internet access and use of a supported browser. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

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>

You will also need to create a Zoom account in order to record your presentation. Details will be provided in class.

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Discussion boards

Discussion boards will have topics relevant to that week's readings, lectures, or additional resources. Your post should reference concepts brought up in lectures, readings, visual materials, and other required course content when relevant. Assignment dates are in the above course schedule. Students will submit answers to discussion board questions via Canvas.

Group Assignments

You will be assigned to a team, which you will work with throughout the semester. As a team, you will be required to submit group assignments throughout the semester including an annotative bibliography via Canvas. Group assignment instructions and rubrics will be available in the Modules section of Canvas in the Group Projects folder. The dates for group assignments are posted above in the course schedule.

Group Quizzes

Throughout the semester, your group will be assigned two quizzes, which will review material from the readings, class lectures, and guest lectures. The questions will ask students to critically evaluate and analyze course material. The quizzes will be made available on Canvas in the Quizzes section. See above schedule for dates.

Group Presentation

At the end of the semester, students will be required to develop, deliver, and record a presentation on a topic that analyzes a healthcare problem that impacts the healthcare workforce. Students will also be required to deliver the presentation to a peer group and the peer group will be required to provide feedback using the peer feedback form. The instructions, grading rubric, peer feedback form, and topics for the group presentation are available on Canvas in the Modules section in the Group Projects folder. The presentation recording, a PDF of the presentation, and the peer feedback form will be submitted via Canvas.

Individual Test

At the end of the semester, students will be required to take an individual test that covers course readings, lectures, and guest lectures. See above schedule for date. The test will be submitted on Canvas in the Quizzes section.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Discussion Board	Dates vary based on schedule of guest lectures;	10

Posts	see course schedule <i>Grading:</i> Complete or Incomplete	
Group Quiz 1	Due on 9/27 at noon <i>Grading:</i> Scored out of 100 points	5
Group Quiz 2	Due on 11/1 at noon <i>Grading:</i> Scored out of 100 points	5
Group Assignments 1,2, and 3	Dates vary; see course schedule above <i>Grading:</i> Complete (100 points), Flawed (70 points), Incomplete (0 points)	10
Individual Test	11/15/18 at noon <i>Grading:</i> Scored out of 100 points	20
Group Presentation and peer feedback form	PDF copy of presentation, presentation recording, and peer feedback form due 12/5/18 by noon. <i>Grading:</i> Scored out of 100 points. Rubric is available on Canvas.	30

Point system used (i.e., how do course points translate into letter grades).

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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>

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

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

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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

Late Assignments:

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. In rare cases, the instructor may accept a late assignment (e.g., bereavement, illness). If one team member is out, please ensure another team member is able to submit the assignment on time.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

It is important to attend all classes, take detailed notes, and actively participate in class and group discussions in order to succeed in the course. It is also critical for students to work together effectively in a team. The course will go over common behaviors that make individuals good team members. Finally, students are expected to be engaged and respectful of the instructor and guest speakers. During guest lectures, students will be asked to close laptops and put away their phones and come up with thoughtful questions to ask guest lecturers.

Communication Guidelines

For questions regarding course logistics, assignments, or issues with Canvas or Zoom, please first contact your team members to see if your team can help resolve the issue. If your team cannot resolve the issue, please try to reach the instructor during office hours or during class. If that is not possible or the concern is urgent, please email the instructor with your concern and allow for a two-business day response. If the instructor has not responded, please email the teaching assistant.

If your question is personal (e.g., academic advice, accommodations, career planning), please feel free to email or call the instructor's office line to make an appointment.

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, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. 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 do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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:
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.

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
