

University of Florida
College of Public Health & Health Professions Syllabus
PHC6937: Introduction to Public Health

Spring 2019, 3 Credit Hours, Section 19563/08CB, Delivery Format: Blended, E-Learning in Canvas

Instructor Name: Frederick R. Kates, Ph.D., MBA
Room Number: 3115
Phone Number: 352-273-6060
Email Address: kates.rick@php.ufl.edu
Office Hours: Monday 3:00- 4:00

Teaching Assistant: Young-Rock Hong PhD(c)
Room Number: send Canvas email for location
Email Address: requiem34@php.ufl.edu
Office Hours: send Canvas email for appointment

Preferred course communications: Canvas email to TA & Instructor
Course meeting times and location: 9:35-11:35 Room G201

PURPOSE AND OUTCOME

Course Overview

The purpose of the course is to provide a broad introduction to public health and how it is related to health care administration. The course includes an understanding about how the health professions and specialized health research contribute to achieving the goals of public health.

Relation to Program Outcomes

Students pursuing degrees within the UF College of Public Health and Health Professions must be grounded in fundamental public health knowledge to include sub-disciplines of epidemiology, biostatistics, biomedical sciences, environmental health science, social and behavioral sciences, and health policy and management. The course objectives, assignments, and activities are designed to contribute towards mastery of key competencies in the Master of Health Administration (MHA) curriculum. Also with changes in care and payment models a growing number of healthcare organizations are starting to look at how they can influence factors outside their delivery systems to improve community health.

Course Objectives and Goals

Upon completion of this course, students will be able to:

- Demonstrate fundamental knowledge in the public health sub-disciplines
- Discuss the history of public health in the United States
- Relate the social-ecological model to public health research and services
- Describe the core functions and essential services of public health
- Describe how health is measured and compared across regions or populations
- Discuss the structure of the public health system in the United States and its relationship to the health care system
- Specify how public health interventions are created, implemented, and evaluated
- Demonstrate how discipline-specific research contributes to population health

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. The “student to-do” function will be used in Canvas. The “student to-do” function will be

displayed in your calendar on Tuesdays at 8:00 am as a reminder to read or watch the “Blended Learning” assignments for the upcoming module.

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 assignments including chapter readings, supplemental readings, and Blended Learning videos should be completed prior to class to facilitate your learning and participation in class discussions. For example, prior to class on January 14th you should read Schneider chapter 1-2 and watch the Blended Learning video. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from your team members. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Module	Date	Topics & Assignments	Readings & Blended Learning
1	Jan. 7	In-class: Public Health: Science, Politics, and Prevention (Syllabus Quiz) See Canvas for assignment details and completion dates.	Chapter 1 PDF- What Is Public Health?
2	Jan. 14	In-class: *Public Health: Science, Politics, and Prevention *Why Is Public Health Controversial? See Canvas for assignment details and completion dates.	*Chapter 1 Schneider *Chapter 2 Schneider <i>What Americans Agree On When It Comes to Health</i> by Rebecca Onie
MLK	Jan. 21	Holiday	

3	Jan. 28	<p>In-class:</p> <p>*Powers and Responsibilities of Government</p> <p>*Epidemiology: The Basic Science of Public Health</p> <p>History and Current Perspectives Milestones- CDC</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 3 Schneider</p> <p>*Chapter 4 Schneider</p> <p>Zismer DK et al (2013) An argument for the integration of healthcare management with public health practices <i>Journal of Health Care Management</i> 58:4 253-257.</p> <p>Test 1 Initial Review</p>
4	Feb. 4	<p>Online:</p> <p>*Epidemiologic Principles and Methods</p> <p>Outbreak Investigations</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 5 Schneider</p> <p>Cindy Prins, PhD Department of Epidemiology</p> <p>1. Emerging and Re-emerging Infections in Humans 2. Health Care Associated Infections (MRSA)</p> <p>Archibald, LK, and Jarvis, WR (2011). Health Care–Associated Infection Outbreak Investigations by the Centers for Disease Control and Prevention, 1946–2005. <i>American Journal of Epidemiology</i>, 174 (11): S-47-S64.</p>
5	Feb. 11	<p>Online:</p> <p>Part II Analytical Methods of Public Health</p> <p>* Problems and Limits of Epidemiology</p> <p>*Statistics: Making Sense of Uncertainty</p> <p>Biostatistics</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 6 Schneider</p> <p>*Chapter 7 Schneider</p> <p>Jeff Feller, MSISE, CEO Well Florida Council</p> <p>1. Program Evaluation: Evidence-Based Management and Evaluation?</p> <p>2. CDC Evaluation Framework</p>

6	Feb. 18	<p>In-class:</p> <p>* The Role of Data in Public Health</p> <p>Part III Biomedical Basis of Public Health</p> <p>*The "Conquest" of Infectious Diseases</p> <p>Test 1 (Modules 1-5) Please check Canvas before the test for procedures and reviews.</p>	<p>*Chapter 8 Schneider</p> <p>*Chapter 9 Schneider</p> <p>The Effect of Emergency Department Copayments for Medicaid Beneficiaries Following the Deficit Reduction Act of 2005 Mona Siddiqui, MD, MPH; Eric T. Roberts, MA; Craig E. Pollack, MD, MHS JAMA Intern Med. doi:10.1001/jamainternmed.2014.7582</p> <p>Impact of Subsidized Health Insurance Coverage on Emergency Department Utilization by Low-income Adults in Massachusetts.Jennifer Lee, MD,* Ru Ding, MS,w Scott L. Zeger, PhD,z Aidan McDermott, PhD,z Getachew Habteh-Yimer, MS,y Michael Chin, MD,8 Rebecca S. Balder, MPPA,z and Melissa L. McCarthy, ScD#. Med Care 2015;53: 38–44)</p>
7 & 8	Feb, 25	<p>Online:</p> <p>*The Resurgence of Infectious Diseases</p> <p>*Do People Choose Their Own Health?</p> <p>Social and Behavioral Sciences</p>	<p>*Chapter 10 Schneider</p> <p>*Chapter 13 Schneider</p> <p>Barbara Curbow, PhD Professor & Chair, Dept. of Behavioral Science & Community Health</p> <p>Blended Learning Podcasts</p> <p>1. Behavior and its Relationship to Health, Illness, Disease</p> <p>2. Causes of Health, Illness, Disease: The Ecologic Framework</p>

		See Canvas for assignment details and completion dates.	<p>Gibbs, Nancy. (2007). Pillow Angel Ethics. TIME, January 7, 2007</p> <p>Twomby, E.C. & Holtz, K.D. (2008). Teens and the misuse of prescription drugs: evidence-based recommendations to curb a growing societal problem. Journal of Primary Prevention. 29:503-516.</p> <p>Grembowski, David (2010). Practice of Health Program Evaluation. Sage. Chapter 2</p>
SB	Mar. 4	NO CLASS – UF Spring Break	
9	Mar. 11	<p>In-class: *Public Health Enemy Number One: Tobacco</p> <p>See Canvas for assignment details and completion dates.</p>	<p>Team Presentations-Blue 1-4</p> <p>*Chapter 15 Schneider</p>
10	Mar. 18	<p>In-class: Part V Environmental Issues in Public Health</p> <p>*A Clean Environment: The Basis of Public Health</p> <p>Test 2 (Modules 6-9) Please check Canvas before the test for procedures and reviews.</p>	<p>*Chapter 20 Schneider</p> <p>Dr. Scott The Effects of Climate Change on Human Health</p>
11	Mar. 25	<p>Module 11: In-class</p> <p>*Emergency Preparedness, Post-9/11</p> <p>See Canvas for assignment details and completion dates.</p>	<p>Team Presentation-Orange 5-8</p> <p>*Chapter 30 Schneider</p> <p>Major Assignment Due</p>
12	Apr. 1	<p>Online: *Mental Health: Public Health Includes Healthy Minds</p>	<p>*Chapter 19 Schneider</p> <p>Dr. Steven Pokorny</p>

		<p>Effective Public Health Programs</p> <p>See Canvas for assignment details and completion dates.</p>	<p>Director of Health Promotions Florida Dept. of Health</p> <p>Establishing Evidence for Developing Effective Public Health Programs</p>
13	Apr. 8	<p>Online: *Is the Medical Care System a Public Health Issue?</p> <p>Health Policy and Management</p> <p>Government, Law, and Public Health</p> <p>The U.S. Supreme Court has ruled that there's no federal police power; therefore, public health is a state and local function.</p> <p>The tenth amendment articulates the extent of the powers retained by the states.</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 26 Schneider</p> <p>Supplemental Cases Stevens, J., Opinion of the Court, Supreme Court of the United States, 429 U.S. 589, Whalen v. Roe, appeal from the United States District Court for the Southern District of New York, No. 75-839. Fred Boreali et al., Respondents, v. David M. Axelrod, as Commissioner of The New York State Department of Health, et al., Appellants. 30 A.D.2d 107 (1987). Appellate Division of the Supreme Court of the State of New York, Third Department. July 23, 1987. ROBERT E. RUBIN, SECRETARY OF THE TREASURY, PETITIONER v. COORS BREWING COMPANY. Supreme Court of the United States. No. 93-163. On Writ of Certiorari to the United States Court of Appeals for the Tenth Circuit. April 19, 1995.</p>
14	Apr. 15	<p>In-class: Part VII The Future of Public Health</p> <p>*Public Health in the Twenty-First Century: Achievements and Challenges</p>	<p>*Chapter 31 Schneider</p> <p>Dr. Sarah McKune Future of Public Health Review</p>

		See Canvas for assignment details and completion dates.	
15	Apr. 22	In-class: Test 3 (Modules 10-14) Please check Canvas before the test for procedures and reviews.	Closing Assignments

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

Required Textbook: *Introduction to Public Health*, 5th Edition, Mary-Jane Schneider, Jones & Bartlett Learning, ISBN-13: 978-1284089233, ISBN-10: 1284089231

Recommended Reading: *The Social Transformation of American Medicine: The Rise Of A Sovereign Profession And The Making Of A Vast Industry*, by Paul Starr, ISBN-13: 978-0465079353, ISBN-10: 0465079350

Additional Materials: selected supplemental websites and articles will be posted on Canvas. You are responsible for all supplemental readings. 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 presentations 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 for example, the CDC & Beyond assignment. Reference the material from the CDC website and supporting current articles. Areas to consider:

- Current public health 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 public health 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 & other written assignments

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?

Papers: 800 words minimum; 1000 words maximum; 12 pt. font (Arial, Times New Roman); double spaced and APA format.

Short papers: < 500 words; 12 pt. font (Arial, Times New Roman); double spaced and APA format.

Abstracts: < 300 words.

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. Any missed in-class quizzes will be recorded as a zero and will count as one of the four dropped quizzes. Quizzes will consist of true/false, multiple choice, or short answer questions probing the content of that week's lecture and/or readings. 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 six 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 four checks to receive full credit (100%). If a student is present for fewer than four attendance checks without an excused absence their attendance is graded proportionally (e.g., 3 x .25 = 75%) 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>

Assignment Naming Conventions

Example: M1: Qic (M1 means Module 1 and Qic means Quiz in-class)

Other common course assignment abbreviations

Abbreviations after the Module #	Description
Qic	Quiz in-class
Qoc	Quiz outside of class
BL	Blended Learning
DB	Discussion Board
INFO	Infographic
P3	Power of 3 Presentation
RAQ	Random Attendance Quiz

Grading

Requirement	Due	%	Competencies
Tests 1-3	Times and dates posted in Canvas	30	HOP-2, HEC-0, HEC-1, HEC-3
Presentations: Papers/PPTs, In-class Presentations, Videos or P3s	Times and dates posted in Canvas	30	LP-2, LP-3
Projects: In-class assignments, Short Papers, Abstracts, Infographics, or Discussion Boards	Times and dates posted in Canvas	20	LP-2, LP-3, HOP-2, HOP-3
Quizzes	Random in-class and dates posted in Canvas	15	HOP-2, HEC-2
Attendance	Random class dates	5	LP-0

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 grades summary is not shown until week nine after most of the dropped quiz grades are recorded to avoid confusion. 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 $(.30 \times .92) + (.30 \times .88) + (.20 \times .90) + (.15 \times .98) + (.05 \times 1.00) = .917$, 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.

Online Etiquette

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

Guest Lecturers:

If we have a guest lecturer this semester, please be respectful and participant, make sure to arrive on time, do not sit in the back four rows of the auditorium and refrain from staring at your phone.

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 their team members if a class is missed. The syllabus and course schedule is subject to revision so remember to always check Canvas for updates if you missed class.

Academic Integrity

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

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



U Matter, We Care

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

Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Student Health

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

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

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

College of Public Health and Health Professions Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect 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
