

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6114: Health Care System and Policy
 Summer C 2020 (3 Credits)
 Delivery Format: Online Course
 UF e-Learning: <http://elearning.ufl.edu/>

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Preferred Communication: Direct UF email.

Prerequisites

None. It is a required course for MPH students. All graduate students from another department are also eligible to enroll.

Course Overview

The course provides an overview of the structure of the healthcare delivery system and policy. With periodic changes in diverse aspects of health care system, its dynamic mechanism should be understood. Particularly, the course encompasses organization structure, workforce, healthcare cost, diverse healthcare delivery models, health policy and technology.

Relation to Program Outcomes

This is a core course in the Master of Public Health program and it covers several Foundational Competencies required for accreditation by CEPH (see below).

Course Objectives and/or Goals

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

1. Describe the basic nature of the 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 updated healthcare policies.
4. Explain from a broad as well as a specific perspective how the 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 health care system.
6. Identify the core functions of public health and the 10 essential services.

Competencies

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

Tasks	MHA Competencies	MPH competencies
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>	14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
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>10. Explain basic principles and tools of budget and resource management</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 Systems	<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>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>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</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>

	Apply effective and appropriate oral and written communication vehicles	
Article Critique	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment Apply effective and appropriate oral and written communication vehicles	19. Communicate audience-appropriate public health content, both in writing and through oral presentation 22. Apply systems thinking tools to a public health issue

Instructional Methods

The course is served through UF e-Learning in Canvas. Readings, lectures, and discussion are the primary learning tools. Your participation in the class is vital to its success. Be prepared and ready to participate in each class.

COURSE SCHEDULE AND DESCRIPTION

(Week 1- Week 6 taught by Dr. Jo and Week 8- Week 13 taught by Dr. Beau De Rochars)

Week	Topic(s)	Text Chapter
1	<p>An Overview of the US Health Care System and a Basic Concept of Health</p> <ul style="list-style-type: none"> ▪ Video: Empathy-The Human Connection to Patient Care (https://www.youtube.com/watch?v=cDDWvj_q-o8&t=61s) ▪ Video: Systems Thinking Tool recorded by the instructor ▪ Maani. 2020. The Role of Physicians in Addressing Social Determinants of Health. <i>JAMA</i> 	1, 2
2	<p>The Future of Health Care Services Delivery and Health Services Workforce</p> <ul style="list-style-type: none"> ▪ Basu et al., 2019. Association of Primary Care Physician Supply With Population Mortality in the United States, 2005-2015. <i>JAMA</i> ▪ Stuart M. Butler. 2020. After COVID-19, Thinking Differently About Running the Health Care System. <i>JAMA</i> 	4, 14
3	<p>Health Services Costs and Financing Policy</p> <ul style="list-style-type: none"> ▪ Papanicolas et al. 2018. Health Care Spending in the United States and Other High-Income Countries. <i>JAMA</i> ▪ Podcast: Sherry Glied. April 27, 2020. "COVID-19 and US Health Care Spending." https://edhub.ama-assn.org/in-learning/audio-player/18473588 	6, 12
4	<p>Health Insurance and Policy</p> <ul style="list-style-type: none"> ▪ Nyman JA. 2004. Is 'moral hazard' inefficient? The policy implications of a new theory. <i>Health Affairs</i>. ▪ KFF. 2019. Key Facts about the Uninsured Population. KFF 	6, 9
5	<p>Health Care Access and Quality Improvement</p> <ul style="list-style-type: none"> ▪ Andersen. 1995. Revisiting the Behavioral Model and Access to Medical Care: Does it Matter? ▪ Gawande A. Jan 24, 2011. The Hot Spotters. <i>The New Yorker</i> ▪ Video: Frontline "Doctor Hotspot". PBS https://www.youtube.com/watch?v=0DiwTjeF5AU ▪ Video: Florida Department of Health. April 30, 2020. "Understanding the Needs of Persons with Disabilities". ▪ Due 6/12 (Fri), 5pm: ED Demand and the Emergency Medical Treatment and Labor Act (EMTALA) 	12
6	Mid-term (June 15 (Mon) 12am- June 21 (Sun) 11:59pm)	
7	NO CLASS: Summer Break (June 22 (Mon) – June 26 (Fri))	
8	<p>Comparative International Examples of Healthcare Delivery</p> <ul style="list-style-type: none"> ▪ Somaye Afshari, Elahe Khorasani, Mohammad Hossein Yarmohammadian, Golrokh Atighechian, and Mohsen Ghaffari Darab. Electronic health indicators in the selected countries: Are these indicators the best? <i>J Educ Health Promot</i>. 2013; 2: 31. 	-
9	<p>Health Policy</p> <ul style="list-style-type: none"> ▪ Duncan, RP, Hall, AG et al. Medicaid Program Flexibility. <i>Debates on US Health Care</i> 2012:368-383. Sage Reference, Los Angeles CA ▪ Due 7/10 (Fri), 5pm: Comparative International Examples of Healthcare System presentation slides 	13

Week	Topic(s)	Text Chapter
10	<p>Medical Technology and Policy</p> <ul style="list-style-type: none"> ▪ Carbo A, Gupta M, Tamariz L, Palacio A, Levis S, Nemeth Z, Dang S. Mobile Technologies for Managing Heart Failure: A Systematic Review and Meta-analysis. <i>Telemed J E Health</i>. 2018 Apr 2. ▪ Video: Next steps in health & medicine, where can technology take us? Daniel Kraft TEDx Talks. https://www.youtube.com/watch?v=zrW3-yzWt5Q ▪ Due 7/17 (Fri), 5pm: E-cigarette Regulation 	5
11	<p>Primary care services and Healthcare Organization Policy</p> <ul style="list-style-type: none"> ▪ Pearson H, Fleming T, Chhoun P, Tuot S, Brody C, Yi S. Prevalence of and factors associated with utilization of herbal medicines among outpatients in primary health centers in Cambodia. <i>BMC Complement Altern Med</i>. 2018 Apr 2;18(1):114. ▪ Attias S, Schiff E, Arnon Z, Ben-Arye E, Keshet Y, Sroka G, Matter I, Boker LK. Development and validation of a tool to evaluate Inpatient Beliefs, Expectations and Attitudes toward Reflexology (IBEAR-16). <i>Complement Ther Med</i>. 2018 Apr;37:69-76. ▪ Due 7/24 (Fri), 5pm: COVID-19 Policy Proposal 	7,8
12	<p>Long-term care/ Health Service for Special Population</p> <ul style="list-style-type: none"> ▪ Paula M. Minihan, Aviva Must, Betsy Anderson, Barbara Popper, and Beth Dworetzky. Children With Special Health Care Needs: Acknowledging the Dilemma of Difference in Policy Responses to Obesity. <i>Prev Chronic Dis</i>. 2011 Sep; 8(5): A95. ▪ Due 7/31 (Fri), 5pm: Peer Evaluation 	10,11
13	Final Exam (August 2 (Sun) 12am – August 7 (Fri) 11:59pm)	

Course Materials

1. [REQUIRED] Leiyu Shi and Douglas A. Singh, *Delivering Health Care in America: A Systems Approach*. Jones & Bartlett Learning; 7th edition (October 20, 2017). ISBN-10: 9781284124491
2. [REQUIRED] Harvard Business Publishing, Education: *E-Cigarettes: Marketing vs Public Health* (<https://hbsp.harvard.edu/import/724063>)

PowerPoint slides and additional readings used for lectures will be posted 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/SupportedBrowsersForUFWbsites> to see a list of supported browsers and recommendations for browser configuration.

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

- 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 closed book exams: mid-term and final. Exam dates are given on the course schedule. Exams cover the course materials, lectures, assigned readings and textbooks. The final exam is not cumulative. Both closed book exams will be given online. Multiple choices, True/False types of questions will be provided. All exams will be proctored by HonorLock. The further explanation of HonorLock program is posted on Canvas.

Mid-term: Exam will open between June 15 (Mon) 12am to June 21 (Sun) 11:59pm

Final: Exam will open between Aug 2 (Sun) 12am to Aug 7 (Fri) 11:59pm

Assignments

1. [Individual Work] Case Study: Emergency Department Demand and the Emergency Medical Treatment and Labor Act (EMTALA)

The purpose of this case study is to have you think critically about a long-term problem facing the health care delivery system. The problem may not always be readily apparent based on an initial set of facts. As a healthcare consultant, you will propose a feasible solution to one of the following CEO of CMH or City Hospital (your choice) based on your research about patients' characteristics, population needs and current ED delivery system. To formulate a reasonable solution, you need to generate some assumptions (a theory or premise).

Your proposal should be developed based on responses to the following considerable questions below.

a. Considerable questions to check 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.
- 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?
- What are the characteristics of ED patients? Why do they visit the ED rather than the other source of care?

b. Considerable questions to propose 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?
- Now consider the City Hospital. Have you found a solution to your problem? Is there more you could do or should do?
- Are your solutions feasible? Are they effective and efficient to reduce ED congestion and save costs?

Format

- Should be a business memo format to one of the CEOs that you choose.

- The memo should consist of three sessions, 1) summary of the problem, 2) description of the population of the city, ED patient characteristics, and population needs and 3) solutions for ED congestion. It should be up to **3 pages in length (excluding reference/table/figure), double spaced, 1-inch margins and 12-point Arial font.** (business memo format: https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html)
- The memo should cite some scientific evidence about ED care and ED patients. The evidence should be based upon peer-reviewed journal articles.
- Requires at least 3 references. In-text citations and references should be formatted using AMA style (https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html)
- **Deadline: 6/12 (Friday) 5pm submit to Assignment tab “ED Demand and the EMTALA”**

Rubric (10pts)

- a. Summary/overview (4pts): Based on considerable questions above, summarize current issue with assumptions you made. You should address why current ED policy is associated with this circumstance.
- b. Solutions (6pts): Based on responses to considerable questions above, propose feasible and reasonable solutions to the CEO you choose. You should give data sources and illustrate what you assess with this data.
- c. Extra pages and late submissions are not allowed. (0.5 pts deduction for each)

2. [GROUP work] Comparative International Examples of Healthcare System

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 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.

You are asked to:

- a. Introduce a health care delivery system from another country that your group selects and present the political, economic, social and cultural characteristics that help to understand that health care system (i.e., GDP, inequity, government structure, etc.).
- b. Describe similarities and differences of health care delivery systems between the US and the selected country.
- c. Identify at least 2 key problems in the US health care system based upon your comparisons
- d. Propose solutions or best approaches to improve US health care indicators from an international health care system using strategies from the selected country.
- e. For each identified problem within the US health care system, explain why 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.

Format

- A presentation should be delivered via voice-over powerpoint slides. The presentation should be up to 15 minutes.
- Submit it to the discussion board-“International Comparison Project”
- References should follow the AMA style. (No Wikipedia or unreliable sources)
- **Deadline: 7/10 (Friday) 5pm submit to Discussion Board “Comparative International Examples of Healthcare System”**

Rubric (15 pts)

- Introduction (5pts): Introduce a health care delivery system and the social and cultural characteristics of the country your group chose. Compare similarities and differences of the health care system between the US and the country your group selected.
- Identifying problems of the US health care system (5 pts): In-depth reflection on identifying key issues of US health care and justifications for your choices are well demonstrated and supported in the design of the ideal US health care system
- 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-based approaches from the international health care and knowledge gained throughout the semester on health care.
- Extra page and late submission will reduce 0.5 pts of total grade.

3. [GROUP work] E-cigarette Regulation

The purpose of the case study is to 1) have you consider diverse perspectives about the use of e-cigarettes and their impact on the healthcare delivery system, and 2) practice proposing a policy to the government. You will read the Harvard Business Review case study about E-Cigarettes. You will prepare the discussion on behalf of the assigned entity. More than five entities (example: health services managers, tobacco business, e-cigarette business, public health professionals, etc.) will discuss legislation of e-cigarettes use on the discussion board. The ultimate goal of this discussion activity is to understand how to propose and enact a health policy by compromising with different interest groups.

You will respond to the following questions in each policy cycle and address your points clearly with reasonable rationale on your presentation.

1. Current Policy Evaluation
 - a. What kinds of current policies have been established with respect to e-cigarettes?
 - b. What was the process of establishing those policies? (i.e., Who led to enact the policy, which agency is responsible for those policies, etc.)
 - c. Assess the benefits or harms of current policies
2. Issue raising
 - a. Describe current issues of e-cigarettes
 - b. Assess the benefits or harms of e-cigarettes to consumers. (i.e., current cigarette smokers, never smokers, former smokers).
 - c. Assess the public health benefits and risk of e-cigarettes.
3. Policy design
 - a. How should e-cigarettes be regulated? Provide specific regulations with respect to your stakeholder's perspective
 - b. Do you think e-cigarettes can be considered as medicinal products?
 - c. What are potential challenges of your perspective?
 - d. What is your rationale for your opinion?

After your presentation, the next step of the policy making process is policy implementation and evaluation. Discuss the following questions with the other groups' policies on the discussion board.

4. Policy implementation and subsequent evaluation
 - a. Suppose that your proposed policy has been adopted. What are the potential challenges in implementing your policy? Do you think it is feasible to implement your policy?
 - b. Evaluate your policy for its impact on public health and health equity.
 - c. What do you think about the policy proposed by the other stakeholders?

Format

- a. This assignment is formatted in two ways: 1) present your viewpoints through the power point presentation, 2) Discuss with the other stakeholders.
- b. Submit a voice over PowerPoint presentation (audio should be included).

- c. The presentation should be up to 5 minutes.
- d. In-text citations and references should be formatted using AMA style.
- e. After reviewing the other group's proposal, discuss the feasibility of the policy with other groups on the discussion board. Should respond to questions by July 24 (Fri) 5pm.
- f. **Deadline: 7/17 (Friday) 5pm submit to Discussion Board "E-cigarettes Policy Proposal"**

Rubric (10 pts)

- a. Presentation (5 pts): Present 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.
- b. Discussion (5 pts): Argue the opposing viewpoints. Respond to a question given by other groups. Should respond to questions by **July 24 (Fri) 5pm**.

4. **[GROUP work] COVID-19 Policy Proposal**

This policy proposal assignment aims to understand COVID-19 crisis in the context of the U.S. healthcare system and propose new health policy options for addressing for COVID-19. You are going to respond to the following questions and then propose new COVID-19 related health policy for the population selected by your group. Any geography or population not limited to US is acceptable, as long as the policy is designed for the corresponding institution or system (ex. Policies for Gainesville would be focused on Gainesville City Governmental actions or authorities). The following questions build upon one another and your first response will be evidence you use to build your final policy proposal. Once all proposals are submitted, each student in the class will vote for the best policy proposal. (You are not allowed to vote to your proposal). The winning group will receive extra credit (1 point).

Brief summary (max 3-page)

- 1) Report at least THREE COVID-19 related outcomes NOT including number of deaths, mortality rate, confirmed cases and incident rate. Global outcomes outside the U.S. are acceptable. Be sure that these measures
- 2) Do you think that this outbreak in the US could have been preventable? Why?
- 3) Do you think that this rapid spreads is a result of failure of the healthcare system? Why do you think so? (Not limited to the US)
- 4) The World Health Organization (WHO) plays a critical role in managing and assisting COVID-19 pandemic. The WHO declaration of global pandemic of COVID-19 impacts on formulating the national public health policies and emergency preparedness plans. Based on your research about the WHO efforts for COVID-19 pandemic, discuss the COVID-19 relevant policies suggested by the WHO and address pros and cons of those policies.

Policy Proposal (max 2-page)

- 5) Based on the above responses, define a target population and propose a new COVID-19 related health policy. A policy proposal should be up to 2-page length without tables/figures/references.

Format

- a. Write up to 5-page length proposal and submit it to the Assignment tab "COVID-19 Policy Proposal". The TA will post all policies with a link for voting on the discussion board.
- b. In-text citations and references should be formatted using AMA style.
- c. **Deadline: 7/24 (Friday) 5pm submit to Assignment tab "COVID-19 Policy Proposal". Should vote to the best proposal by 7/31 (Fri) 5pm.**

Rubric (20pts) = Summary (10pts) + Proposal (10pts)

- Brief Summary Section
 - Summary and argument (5pts): Clearly report outcomes and discuss each questions.
 - Discussion (5pts): Justify your argument clearly based on evidence.
- Policy Proposal

- Innovative and Feasibility (5pts): New policy is innovative and feasible to implement. New policy is beneficial to the target population.
- Rationale (3pts): A rationale of new policy should be logical and reasonable to the target population.
- Language and format (2pts): Clear and simple language without jargons and typos.

5. Participation and Peer Evaluation

You are expected to be actively engaged in the course through the semester.

Peer evaluation (5 pts): You are going to assess your peers' contributions to group works throughout the semester. Submit the peer evaluation to the peer evaluation assignment tab. If you don't submit a peer evaluation, your peer evaluation will be zero. The evaluation template is posted on Canvas. **The due date is July 31 (Friday) 5pm.**

Grading

Final grades will reflect your performance in these areas:

Requirement		Deadline	Points	
Exams	Mid-term (6/15, 12am- 6/21, 11:59pm)		20	
	Final (8/2, 12am – 8/7, 11:59pm)		20	
Assignments	Individual	Case Study: ER demand and EMTALA	6 /12, 5pm	10
	Group	Comparative International Examples of Health Care System	7/10, 5pm	15
		Discussion: E-cigarette Use Regulation	7/17, 5pm	10
		Case Study: COVID-19 Policy Proposal	7/24, 5pm	20
Peer Evaluation		7/31, 5pm	5	
Total points			100	

*** Times and dates will be posted on the syllabus and Canvas**

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

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.

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

More information on UF grading policy may be found at:
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

Both closed book exams will be given online. Multiple choices, True/False types of questions will be provided. All exams will be proctored by HonorLock. The further explanation of HonorLock program is posted on Canvas.

Policy Related to Make up Exams or Other Work

You MUST e-mail instructors within 24 hours of the technical difficulty if you wish to request a make-up. Only in extreme circumstances will the instructor accept late submission. If you anticipate turning an assignment in late, please discuss with the instructor or teaching assistant beforehand. It is your responsibility to check that the correct assignment has been submitted to Canvas on time. Always review your submission after turning it in. The penalty for late submission is a reduction by 0.5 point of the grade within up to 48 hours. After 48 hours, if you still haven't turned in the assignment, you will get zero. Approved makeup assignments or time extension should be discussed with the instructor. More information on UF policy on make-up may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext> and <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencestext>

Policy Related to Required Class Attendance

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to maintain a civil tone and respect the opinions of other persons. While commenting on others' posts is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges.

Communication Guideline

Preferred communication is via direct UF email. Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend.

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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
