University of Florida
College of Public Health & Health Professions Syllabus
HSA 6198: Information Management in Health Administration (3 credit hours)
Fall, Section 2786/15688, Delivery Format: Online, E-Learning in Canvas

Instructor Name: Frederick R. Kates, Ph.D., MBA
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Teaching Assistant: Andrew Cistola
Room Number: send Canvas email
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Office Hours: send a Canvas email to request a Zoom meeting

Preferred course communications: Canvas email and Zoom
Course meeting times and location: Thursday 12:50-3:50 PM, Online

Zoom Office Hours and Appointments. The TA and Dr. Kates have office hours by appointment for extra help. Note, though, that these are not intended as a venue for, in essence, re-teaching the course. The instructional staff is more than willing to help, but students must first complete these steps before requesting additional assistance:

Before sending an e-mail check the pinned discussion posts-
- Technical Issues with Course Materials-
  https://ufl.instructure.com/courses/403282/discussion_topics/2585745
- Technical Issues with Media Assignments-
  https://ufl.instructure.com/courses/403282/discussion_topics/2585744
- Clarification on Syllabus, Curriculum, or Instruction-
  https://ufl.instructure.com/courses/403282/discussion_topics/2585743
- Build a Community of Learners-
  https://ufl.instructure.com/courses/403282/discussion_topics/2585742

When to send an e-mail- https://studentlife.online.mph.ufl.edu/when-to/when-to-send-e-mail-to-the-instructor/

Preferred course communications:
- Canvas e-mail to T.A.s or instructor
- Since I am teaching seven sections this semester, please use the naming convention in the subject line of your e-mail. (HSA6198, last name, first name) For example, HSA6198 Smith John.
- Our goal is to answer all e-mails within two business days; however, there may be a delay given the unique set of circumstances that we are all confronting. Weekend e-mails we will try to respond on Monday and sent out an announcement if students have the same question about an assignment.

Prerequisites- N/A for MHA students, all other students by instructor permission

PURPOSE AND OUTCOME
Course Overview
This course provides an introduction to the management of healthcare information systems. Topics include analyzing system requirements, system design and evaluation, selecting computer resources, and managing the implementation process.

Relation to Program Outcomes
Upon successful completion of the course, students will be able to manage the analysis, planning, design, implementation, and evaluation of a health information system.

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Course Objectives

- Manage the planning, analysis and design activities of a health information system solution [competencies: LP-0, LP-1, LP-2, LP-3, LP-4, LP-5, LP-6, HOP-0, HOP-1, HOP-2, HOP-4, BAT-1, BAT-3]

- Manage the implementation, support and evaluation activities of a health information system solution [competencies: BAT-0, BAT-1, BAT-3, HOP-1, HOP-4, LP-2]

- Research and assess the impact of policy, technology, market and human resource capabilities on an organization's health information system adoption and use [competencies: HOP-4, HEC-1, HEC-2]

- Research and describe the fundamental technology components of today's health information systems [competency: HEC-1]

Instructional Methods
The course is housed in U.F. e-Learning in Canvas. This course is blended taught through a discussion and lecture format synchronously on Zoom with asynchronous "Blended Learning" assignments. Your participation in the class is vital to its success. Be prepared and ready to participate in each class; if voluntary participation lags, students will be called on randomly.

Blended Learning
Throughout the semester, several asynchronous blended learning assignments will be uploaded in Canvas. A detailed explanation of the blending of synchronous and asynchronous modalities can be reviewed in the course under policies and expectations.

What is blended learning, and why is it important?
A Blended Learning class uses a mixture of technology and face-to-face instruction on the Zoom platform 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 Zoom 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 crucial for today's health professionals.

What is expected of you?
You are expected to engage in the course throughout the semester actively. 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 Zoom sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to participate in the live Zoom class actively. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Online Synchronous Sessions
Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilized a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you

are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

On-Campus Face-to-Face

If we have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks before sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please use the U.F. Health screening system (https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/) and follow the instructions on whether you are able to attend class.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule
All reading assignments, including supplemental readings should be read before class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and a 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.

Module	Start Date	Weeks	Topics & Assignments	Readings
1	**Sept. 3**	1 & 2	The National Health Information	Chapter 1 Health Care Information Systems, by Wager, Lee, and Glaser
			Technology Landscape	Chapter 2 Health Care Information Systems, by Wager, Lee, and Glaser
			See Canvas for assignment details and completion dates.	

2	Sept. 17	3 & 4	Health Care Information Systems	Chapter 3 Health Care Information Systems, by Wager, Lee, and Glaser
			Information Systems to Support Population Health Management	Chapter 4 Health Care Information Systems, by Wager, Lee, and Glaser Articles
			See Canvas for assignment details and completion dates	
3	Oct. 1	5 & 6	System Acquisition	Chapter 5 Health Care Information Systems, by Wager, Lee, and Glaser
			Case Study	
			System Implementation and Support	Chapter 6 Health Care Information Systems, by Wager, Lee, and Glaser
			See Canvas for assignment details and completion dates.	
4	Oct. 15	7 & 8	Test 1	
			Internet of Things/AI	Articles
			Organizing Information Technology Services	Chapter 8 Health Care Information Systems, by Wager, Lee, and Glaser
			See Canvas for assignment details and completion dates	
5	Oct. 29	9 & 10	Privacy and Security	Chapter 9 Health Care Information Systems, by Wager, Lee, and Glaser
			Case study	
			Performance Standards and Measures	Chapter 10 Health Care Information Systems, by Wager, Lee, and Glaser
			See Canvas for assignment details and completion dates	
6	Nov. 12	11	Health Care Information System Standards	Chapter 11 Health Care Information Systems, by Wager, Lee, and Glaser
			Case Study	
			See Canvas for assignment details and completion dates.	Case Studies, Articles
7	Nov. 19	12	Case Studies	Case Studies, Articles
			See Canvas for assignment details and completion dates.	
	Nov. 26	**13**	**NO CLASS – UF Holiday Break**	
8	Dec. 3	14 & 15	Test 2 Case Studies	Case Studies, Articles
			See Canvas for assignment details and completion dates.	

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:

Wager, K. A., Lee, F. W., & Glaser, J. P. (2017). Health Care Information Systems: A Practical Approach for Health Care Management. San Francisco, CA: Jossey-Bass. ISBN: 9781119337188
*Available as a free e-book from UF Library (you must be logged on to UF VPN if off-campus) http://lp.hscl.ufl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=1470301&site=eds-live

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

Additional Materials:
Selected supplemental websites and articles will be posted on Canvas. Additional 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. The material provided in the PowerPoint presentation is intended to supplement the course material and information discussed in class.

Technology:
Required Equipment: Computer with high-speed internet access, webcam, microphone, 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

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, Adobe Spark, etc.) which addresses your assigned topics. You will be responsible for reviewing tutorial videos on the use of presentation software. The presentation assignments are student-centered, meaning you and your team members will be responsible for assembling and balancing the capabilities of your team, as well as hold team members accountable individually and collectively for the final product/outcome. The instructor is not unaware of the challenges of team-based assignments and the learning curve to get acclimated to new software. Please be open-minded about learning new technology and working collaboratively in an online environment. The instructor will leverage the capabilities of Canvas and provide instructional tutorials to enhance the experience.

Reference the material from the course and current supporting articles. Other areas to consider:
- Current I.T. issues that healthcare leaders need to know.
- Best practices that can be emulated by other organizations.
- Relevant laws and regulations to be considered.

- Challenges and complexities of informatics issues.

The presentation should be formatted as follows:
- Title slide (names, date, and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations
- Current events, peer-review articles, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

The presentations should add depth to course with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience new knowledge about the potential populations that different organizations may serve in the rapidly evolving healthcare landscape. External links for specific information (e.g., APA instructions, Power of 3 instructions, video tutorials) and rubrics will be loaded in Canvas for each assignment.

Papers
The assignments are based on materials in the modules of the course. An outline of what is required in the papers is listed below. Consider the following questions when writing your reflective paper:
- What was your prior knowledge of the subject matter contained in the section of the course?
- After exploring the materials in this section, what is your current thinking on the subjects presented?
- How will this information affect your discipline?
Length: 800 words minimum; 1000 words maximum; 12 pt. font (Arial, Times New Roman); double Spaced and APA format.
Process: Paper will be submitted in Canvas in the Assignment and will be checked through Turnitin.
Instructions:
Answer the questions listed in the overview using your own experiences and specific examples from the videos and readings presented in this section. You do not need to provide summaries, but you should include details from the course materials that give evidence to:
- your thorough review of the materials
- your ability to analyze the materials and make inferences
- your ability to synthesize the course content
A rubric will be provided for the assignment in Canvas.

Discussion boards
Discussion boards will have topics relevant to that module's readings, lectures, or additional resources. Each topic will be one continuous thread. Students will need to provide a substantive response to the questions posed. Your post should reference concepts brought up in lectures, readings, visual materials, and other required course content. Discussion boards are a collaborative effort; therefore, the initial post needs to be completed on or before Monday 11:59 pm. This allows your team or discussion group time to reply to your post before the due date. 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.

Polling/In-Class Assignments
This includes the use of polling software in class (e.g., Socrative, Zoom, Kahoot) and different in-class assignments.

Quizzes
There will be in-class and outside of class quizzes. 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. The lowest five quizzes will be dropped, which is generous because missed in-class quizzes are dropped, and there might be two in-class quizzes on the same day, for example, in module 3. If a student is absent during an in-class quiz, the grade is recorded as zero and counts as one of their dropped quiz grades. The dropped quiz policy is not intended as a way for students to improve their overall grade. The policy is in place because we understand that students might have to miss a class for a variety of reasons, and anyone can have a bad day. Quizzes will consist of true/false, multiple-choice, or short answer questions probing the content of that week's lecture and/or readings. Periodically, there might be opportunities to earn extra points on the quizzes through short answer questions asking how the students added value to the week's lecture (e.g., shared a related article, shared relevant work experience, etc.). The first quiz will be a formative assessment on the specifics of the syllabus. Formative assessments are not graded; they are designed to measure any misconceptions, learning gaps, and areas needing clarification. Most quizzes will be summative assessments evaluating your learning, knowledge, and proficiency. Disallowed aids during a summative assessment include but are not limited to class notes, books, online resources, phones, 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 T.A. as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via e-mail to the T.A. prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise.

Attendance
The instructor will give eight random in-class "attendance check" assignments in Canvas throughout the semester. This will be done at the beginning of the class period. Each short attendance check assignment is worth two points, and you have to be physically present to receive a grade. The students need only to be present for five checks to receive full credit (10 points). If a student is present for fewer than five attendance checks, their attendance is graded proportionally (e.g., 4 x 20 = 8 points). Also, no extra credit will be given for additional attendance checks beyond the five to receive full credit.

Naming Convention for Assignments

Abbreviations after the Module #	Description
Qic	Quiz in-class
Qoc	Quiz outside of class
B.L.	Blended Learning
D.B.	Discussion Board
INFO	Infographic
P3	Power of 3 Presentation
RAQ	Random Attendance Quiz
LP	Long Paper
SP	Short Paper
VA	Video Award

For example- M3: Qic is a module 3 in-class quiz

Grading:

Requirement	Due	%
Tests 1-2	Times and dates posted in Canvas	30
Presentations: Videos, P3s, Papers	Times and dates posted in Canvas	30

Projects: In-class, Short Papers, Infographics, Discussion Boards	Times and dates posted in Canvas	20
Quizzes	Random in-class and dates posted in Canvas	15
Attendance	Random class dates	5

Grade Calculation
This course uses the percent/weighted grading function in the Canvas. The assignment groups are entered in the assignments page and add up to 100%. The 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 x .92) + (.30 x .88) + (.20 x .90) + (.15 x .98) + (.05 x 1.00) = .917, or 91.7%.

Point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00 not 95.00. Since 7 points is a generous spread for an A there will be no rounding up for other grade increments, for example, a 92.99 is an A-.

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

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

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

Policy Related to Required Class Attendance
Class attendance is a critical component of the learning process. Students are expected to be present for all classes, since much of the material will be covered only once in class. Please note all faculty are bound by the U.F. policy for excused absences. For information regarding the U.F. Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Policy on Collaboration
Unless otherwise stated explicitly by written instructions, the preparation of all coursework should be done individually. If you are unsure about what level of collaboration is appropriate, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:
Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Electronic Device Policy:
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.
- The expectation is any use of technology will be conducted in a professional and appropriate manner.
When use of electronic devices is permitted, please adhere to the following-
- Charge your device fully before coming to class.

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- Set your laptop volume control to mute or off before coming to class.
- Remember to always 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.
- The expectation is any use of technology will be conducted in a professional and appropriate manner.

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*

Zoom Etiquette
When attending a Zoom class or meeting:
- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background.
    - If you choose to use one, you should test the background out first to make sure your device can support it.
    - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Guest Lecturers
If we have a guest lecturer this semester, please be respectful and participant, make sure to arrive on time, 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 dates can change. They are not backup events established for students that miss the opportunity to attend.

Make-up Work
Students are responsible for obtaining notes, handouts, and summary of the lesson/class activities from there team members if a class is missed. The syllabus and course schedule is subject to revision so remember to always check Canvas for updates if you missed class.

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

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

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

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

College of Public Health and Health Professions Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect the diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu