

HSC 2000 Introduction to Health Professions (3 Credits)

Semester: Fall 2020

Delivery Format: Blended / Online – Synchronous

Meeting Times (Section 1): Mondays 7th – 8th period (1:55p –3:50p)

Meeting Times (Section 2): Tuesdays 6th – 7th period (12:50p –2:45p)

Meeting Times (Section 3): Tuesdays 8th – 9th period (3:00p –4:55p)

Course Website: lss.at.ufl.edu (Canvas)

Co-Instructor: Arch Mainous III, PhD

Email: arch.mainous@phhp.ufl.edu

Office Hours: By Appointment

Phone: 352-273-8138

Preferred Communication: Canvas Message (Course mail)

Co-Instructor: Zhigang Xie, MPA

Email: xiezhigang@ufl.edu

Office Hours: By Appointment

Phone: 352-273-5335

Preferred Communication: Canvas Message (Course mail)

Co-Instructor: Samantha Larson, PhD (c), MPH

Email: samantha.larson@ufl.edu

Office Hours: By Appointment

Phone: 352-273-5335

Preferred Communication: Canvas Message (Course mail)

Co-Instructor: Young-Rock Hong, PhD, MPH

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Office Hours: By Appointment

Phone: 352-273-5335

Preferred Communication: Canvas Message (Course mail)

PURPOSE AND OUTCOMES

Course Overview

This course provides an overview of the U.S. healthcare system and the health workforce. Specifically, this course will examine issues affecting healthcare delivery including social determinants of health, healthcare reform, and healthcare insurance. This course will also explore the roles and educational requirements of physicians, dentists, nurses, occupational therapists, and other allied health professionals. The course emphasis is to establish a solid foundation of professional characteristics, behaviors, values, skills, and knowledge for students to build upon in their healthcare careers.

Course Objectives and Competencies

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

- Describe the roles and responsibilities of various healthcare professionals within the current healthcare delivery system
- Describe the US healthcare system and the insurance industry's role in financing healthcare
- Describe the relationship between public health and healthcare
- Identify various health inequities and health disparities found within the US

- Identify personal traits and attitudes desirable in healthcare team members
- List prerequisite coursework and other requirements needed to fulfill the requirements for various graduate/professional programs in the health professions

Instructional Methods

The course is housed in Canvas, a UF e-Learning platform. This course uses a blended learning approach which mixes technology and face-to-face instruction (in our case Zoom meetings) to maximize learning. Content that may have traditionally been presented during a live class is instead provided online before the live Zoom session takes place. This allows the instructor time to focus class time on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem-solving, and collaboration. All course material is delivered online, using a combination of video recording, including guest lectures and invited health professional presentations, as well as assigned readings, videos, and class discussion. Regular class attendance, presence, and engagement is absolutely critical to be successful in this course and it is also what makes this class useful for you. While course readings and class presentations are posted on Canvas, understanding the material requires active participation in class and group discussions, and detailed notetaking.

This class meets virtually once per week and you are expected to attend and actively engage in the course throughout the term. You must come to class prepared by completing all out-of-class requirements prior to class. This preparation gives you the knowledge needed to engage in higher levels of learning during the live Zoom sessions. If you are not prepared for the live Zoom sessions, you may struggle to keep pace with the activities, 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 Zoom session. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

*Please adhere to the following guidelines when contacting the instructor:

- Use course mail for course issues (on Canvas).
- Be sure to insert your name in the first line of your e-mail.
- Please allow 24-48 hours for a reply.
- Only if you have not received a response in 48 hours should you contact the instructor at the UF email address. Be sure you let me know you are a student in HSC 2000 with your full name.

COURSE MATERIALS AND TECHNOLOGY

Textbooks

There is no textbook for this course.

Other Course Material

Each week, students will be assigned various articles, recorded lectures, webpages, videos, etc. that they must read/watch prior to class. All course material will be made available on the Canvas website at least 1 week prior to class. Within class, instructors will use recorded presentations from various health professionals, class discussion, small group work, and activities to promote further understanding of class topics.

Technology

Required Equipment: Computer with high-speed internet access and use of a supported browser (Google Chrome recommended). Additionally, all students are will be required to have a webcam and microphone to participate during the Zoom class times. To access this course on Canvas, you will use your Gatorlink ID and password to login to the course.

For technical support for this class, please contact the UF Help Desk by:

- Calling (352) 392-HELP (option 2),

- Emailing learning-support@ufl.edu, or
- Going to lss.at.ufl.edu/help.shtml

*Please adhere to the following guidelines during the Zoom class times:

- Turn your camera on & microphone off during class meetings.
- Please review e-learning tips for our Zoom meetings run smoothly: <https://elearning.ufl.edu/keep-zoom-secure/student/>

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 utilize 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 is prohibited.

ACADEMIC REQUIREMENTS AND GRADING

Quizzes (50% of final grade)

Each week, students will complete a 10 question, multiple choice quiz to assess their understanding and retention of the assigned material. Quizzes will be open the first 15 minutes of class and students must complete the quiz using Honorlock (provided by Canvas). Students are not permitted to use source material, notes, classmates, online resources, or aids of any kind while taking a quiz. A total of 12 quizzes will be administered with the 2 lowest quiz grades being automatically dropped. Only students with excused absences (see Make-Up Policy below) will be allowed to make-up a quiz. If you experience connectivity issues with Honorlock, please email the instructor before the quiz closes. Emails referencing technical issues that are received after a quiz closes will not be considered timely communication and the student risks earning a 0. Any technical issues that occurs during the quiz will be captured by Honorlock and reviewed by the course instructor.

Professional Development Assignments (20% of final grade)

Throughout the semester, students will complete two professional development assignments with the goal of solidifying their professional identity.

- Assignment 1, students will seek out potential graduate programs and identify the prerequisite coursework and additional requirements necessary to be eligible for said programs.
(DUE mid-term of semester)
- Assignment 2, students will write a graduate/professional program personal statement.
(DUE during final week of semester)
- Additional details for each assignment is provided on Canvas.

Group Discussion (15% of final grade)

Students will randomly be placed in small groups. After each class meeting, students are required to answer discussion questions posted on the Canvas discussion board. All posts will be graded; however, to receive full credit, students must complete an initial post (400-600 words) and comment on at least two posts submitted by their group members (150-250 words). The initial response post must be posted by Thursday at 11:59pm and all replies must be posted by Sunday at 11:59pm.

Participation (5% of final grade)

During the live Zoom sessions, students are expected to actively engage in discussion by asking questions

and/or commenting on the topic. Questions may be asked during discussion (Raise Hand feature) or by way of the Chat feature on Zoom.

Attendance (10% of final grade)

The instructor will give 7 random “attendance checks” throughout the semester. The check may be given at any point during class, however students need to only be present for 5 checks to receive full credit (10 points). No extra credit will be given for additional attendance checks.

*Extra Credit Paper

An optional reflection paper will be available for students wishing to earn extra credit. The paper will be a minimum of 1,000 words, 12 pt. Arial font, double-spaced. Because this is a reflection paper, outside resources are not required and therefore citations are not expected. If however you decide to reference material, you must provide an APA citation at the end of your paper. Students will choose 1 of 3 topics to write about (more information can be found on Canvas). A maximum of 5 points can be achieved for completing the extra credit paper.

Grading

Final grades will be based on the number of points accumulated during the course. **Grades will not be rounded.** Also note, there is no C- grade given for this course.

Quizzes (x10)	50 Points	A	93-100 Points	=	4.00
Professional Development Assignment 1	05 Points	A-	90-92.99 Points	=	3.67
Professional Development Assignment 2	15 Points	B+	87-89.99 Points	=	3.33
Group Discussions (on Canvas)	15 Points	B	83-86.99 Points	=	3.00
		B-	80-82.99 Points	=	2.67
Attendance	10 Points	C+	77-79.99 Points	=	2.33
Participation	05 Points	C	70-76.99 Points	=	2.00
		D+	67-69.99 Points	=	1.33
Total Points	100 Points	D	63-65.99 Points	=	1.00
		D-	60-62.99 Points	=	0.67
Extra Credit	05 Points	E	< 60 Points	=	0.00

For greater detail on letter grades and university policies related to them, see the Registrar’s Grade Policy at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

DESCRIPTION OF COURSE CONTENT

Outline/Course Schedule

All assigned articles, webpages, lectures, videos etc. should be read/watched prior to class. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. This course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Week	Date	Topic	Readings/Videos	Assignment
1	Sep. 1	What Makes a Great Health Professional?	Review Syllabus Class Discussion: <ul style="list-style-type: none"> Who are the Healthcare Workers? 	Take Honorlock Syllabus Quiz

2	Sep. 8	US Healthcare System 1	<p>Videos:</p> <ul style="list-style-type: none"> Kaiser - Health Insurance Explained: The YouToons Have It Covered: https://www.youtube.com/watch?v=-58VD3z7ZiQ <p>Readings:</p> <ul style="list-style-type: none"> US Healthcare System Profile: https://www.commonwealthfund.org/international-health-policy-center/countries/united-states Porter ME, Kaplan RS. How to pay for health care. Harvard Business Review, July-August 2016. https://hbr.org/2016/07/how-to-pay-for-health-care <p>Guest Presentation:</p> <ul style="list-style-type: none"> TBD <p>Class Discussion:</p> <ul style="list-style-type: none"> US Healthcare System 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>
3	Sep. 15	US Healthcare System 2	<p>Videos:</p> <ul style="list-style-type: none"> Kaiser - Health of the Healthcare System: https://www.youtube.com/watch?v=kIR7TCPQh0c <p>Readings:</p> <ul style="list-style-type: none"> The United States Health System Falls Short: https://interactives.commonwealthfund.org/2017/july/mirror-mirror/ Annual Review of Public Health: Why Do Americans Have Shorter Life Expectancy and Worse Health Than Do People in Other High-Income Countries? https://www.annualreviews.org/doi/abs/10.1146/annurev-publhealth-032013-182411 <p>Guest Presentation:</p> <ul style="list-style-type: none"> TBD <p>Class Discussion:</p> <ul style="list-style-type: none"> US Healthcare System-Challenges & Future 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>
4	Sep. 22	Integrating Medicine & Public Health	<p>Videos:</p> <ul style="list-style-type: none"> TED Talk: What makes us get sick? Look upstream https://www.youtube.com/watch?v=zubSEO8isPo <p>Readings:</p> <ul style="list-style-type: none"> F. Douglas Scutchfield, J. Lloyd Michener, and Stephen B. Thacker Are We There Yet? Seizing the Moment to Integrate Medicine and Public Health. <i>American Journal of Public Health</i>. 2012: https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2012.300724 AAFP-Integration of Primary Care and Public Health: https://www.aafp.org/about/policies/all/integprimarycareandpublichealth.html <p>Guest Presentation:</p> <ul style="list-style-type: none"> TBD <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>

5	Sep. 29	Social Determinants of Health	<p>Videos:</p> <ul style="list-style-type: none"> • TED Talk: What Americans Agree on When it Comes to Health: https://www.ted.com/talks/rebecca_onie_what_americans_agree_on_when_it_comes_to_health#t-674058 <p>Readings:</p> <ul style="list-style-type: none"> • Kaiser: Disparities in Health and health care https://www.kff.org/disparities-policy/issue-brief/disparities-in-health-and-health-care-five-key-questions-and-answers/ • Davidson KW, McGinn T. Screening for Social Determinants of Health. <i>JAMA</i>. 2019;322(11):1037. https://jamanetwork.com/journals/jama/article-abstract/2749417 • [Optional] HealthAffaris Blog: Meeting Individual Social Needs Falls Short Of Addressing Social Determinants Of Health https://www.healthaffairs.org/doi/10.1377/hblog20190115.234942/full/?_lrsc=32f741e3-faaa-4a8c-8c22-16f98db5be58&utm_source=Elevate&utm_medium=social&utm_campaign=Associates <p>Guest Presentation:</p> <ul style="list-style-type: none"> • TBD <p>Class Discussion:</p> <ul style="list-style-type: none"> • TBD 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>
6	Oct. 6	Disease and Disability: Psychosocial Issues	<p>Videos:</p> <ul style="list-style-type: none"> • TED Talk: The #1 Public Health Issue Doctors Aren't Talking About https://www.youtube.com/watch?v=s2hLhWSIOI0 <p>Readings:</p> <ul style="list-style-type: none"> • Fuhrer R, Keyes KM. Population mental health in the 21st century: Time to act. <i>Am J Public Health</i>. 2019 https://ajph.aphapublications.org/doi/10.2105/AJPH.2019.305200 • DeVille DC, Whalen D, Breslin FJ, et al. Prevalence and Family-Related Factors Associated With Suicidal Ideation, Suicide Attempts, and Self-injury in Children Aged 9 to 10 Years. <i>JAMA Netw Open</i>. 2020 https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2760445 • [Optional] Mental health of health care workers in the COVID-19 era. https://www.nature.com/articles/s41581-020-0314-5 <p>Guest Presentation:</p> <ul style="list-style-type: none"> • TBD <p>Class Discussion:</p> <ul style="list-style-type: none"> • TBD 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>

7	Oct. 13	Vulnerable Populations	<p>Videos:</p> <ul style="list-style-type: none"> TED Talk: Advocating for people with serious mental health illness https://www.youtube.com/watch?v=Yn26kv2n9BY <p>Readings:</p> <ul style="list-style-type: none"> Evans MK. Covid's Color Line — Infectious Disease, Inequity, and Racial Justice. <i>N Engl J Med.</i> 2020 https://www.nejm.org/doi/full/10.1056/NEJMp2019445?query=TOC Baptiste-Roberts K, Oranuba E, Werts N, Edwards L V. Addressing Health Care Disparities Among Sexual Minorities. <i>Obstet Gynecol Clin North Am.</i> 2017 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5444328/ <p>Guest Presentation:</p> <ul style="list-style-type: none"> TBD <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>
8	Oct. 20	Patient – Provider Relationship 1	<p>Videos:</p> <ul style="list-style-type: none"> TED Talk: 4 questions you should always ask your doctor https://www.youtube.com/watch?v=949yOxz_x80 <p>Readings:</p> <ul style="list-style-type: none"> Ha JF, Longnecker N. Doctor-patient communication: a review. <i>Ochsner J.</i> 2010 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3096184/ Roland M, Everington S, Marshall M. Social Prescribing — Transforming the Relationship between Physicians and Their Patients. <i>N Engl J Med.</i> 2020 https://www.nejm.org/doi/full/10.1056/NEJMp1917060 <p>Guest Presentation:</p> <ul style="list-style-type: none"> TBD <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p> <p>Professional Development Assignment 1 Due at 11:59pm</p>
9	Oct. 27	Patient – Provider Relationship 2	<p>Videos:</p> <ul style="list-style-type: none"> TED Talk: A Doctor's Touch https://www.ted.com/talks/abraham_verghese_a_doctor_s_touch <p>Readings:</p> <ul style="list-style-type: none"> Marcelin JR, Siraj DS, Victor R, Kotadia S, Maldonado YA. The Impact of Unconscious Bias in Healthcare: How to Recognize and Mitigate <i>It. J Infect Dis.</i> 2019 https://academic.oup.com/jid/article/220/Supplement_2/S62/552356 Fowler FJ, Levin CA, Sepucha KR. Informing and involving patients to improve the quality of medical decisions. <i>Health Aff.</i> 2011 https://www.healthaffairs.org/doi/10.1377/hlthaff.2011.0003?url_ver=Z39.88-2003&rft_id=ori:rid:crossref.org&rft_dat=cr_pub%20%20pubmed <p>Guest Presentation: TBD</p>	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>

			<p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	
10	Nov. 3	Research in Healthcare	<p>Videos:</p> <ul style="list-style-type: none"> TED Talk: Trust in research - Ethics of knowledge production https://www.youtube.com/watch?v=JSV4VZ8gdUQ TED Talk: Battling bad science https://www.ted.com/talks/ben_goldacre_battling_bad_science?language=en#t-438305 <p>Readings:</p> <ul style="list-style-type: none"> Greenhalgh T. How to read a paper: Assessing the methodological quality of published papers. <i>BMJ</i>. 1997 https://www.bmj.com/content/315/7103/305.full?ijkey=94ZpDXm2iCjsA&keytype=ref&siteid=bmjournals Health Services Research: Scope and Significance https://www.ncbi.nlm.nih.gov/books/NBK2660/ <p>Guest Presentation: TBD</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>
11	Nov. 10	Technology in Healthcare	<p>Videos:</p> <ul style="list-style-type: none"> TED Talk: The Future of Rural Healthcare https://www.youtube.com/watch?v=LbffqlvOpnY <p>Readings:</p> <ul style="list-style-type: none"> Commonwealth: Telemedicine: What Should the Post-Pandemic Regulatory and Payment Landscape Look Like? https://www.commonwealthfund.org/publications/issue-briefs/2020/aug/telemedicine-post-pandemic-regulation Shigekawa E, Fix M, Corbett G, Roby DH, Coffman J. The current state of telehealth evidence: a rapid review. <i>Health Aff</i>. 2018 https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2018.05132 <p>Guest Presentation: TBD</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>
12	Nov. 17	Healthcare Leadership	<p>Videos:</p> <ul style="list-style-type: none"> What's Love Got to Do With It? Leadership in New Era of Healthcare. TED Talk. https://www.youtube.com/watch?v=Ut0vgg3zbiY <p>Readings:</p> <ul style="list-style-type: none"> Herzog MP. Consumerism: Today's Pursuit of Healthcare's Unicorn. <i>Frontiers of Health Services Management</i>. 2019. https://journals.lww.com/frontiersonline/Fulltext/2019/12000 	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p>

			<p>/Consumerism Today s Pursuit of Healthcare s.4.aspx</p> <ul style="list-style-type: none"> Stefl, ME. Common competencies for all healthcare managers: the healthcare leadership alliance model. Journal of healthcare management. 2008. http://www.healthcareleadershipalliance.org/Common%20Competencies%20for%20All%20Healthcare%20Managers.pdf <p>Guest Presentation: TBD</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	
13	Nov. 24	NO CLASS	NO CLASS - THANKSGIVING	
14	Dec. 1	Critical Thinking in Healthcare 1	<p>Videos:</p> <ul style="list-style-type: none"> TBD <p>Readings:</p> <ul style="list-style-type: none"> TBD <p>Guest Presentation: TBD</p> <p>Class Discussion or Lecture: TBD</p>	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p> <p>Professional Development Assignment 2 Due at 11:59pm</p>
15	Dec. 8	Critical Thinking in Healthcare 2	<p>Videos:</p> <ul style="list-style-type: none"> TBD <p>Readings:</p> <ul style="list-style-type: none"> TBD <p>Guest Presentation: TBD</p> <p>Class Discussion or Lecture: TBD</p>	<p>Quiz (Honorlock; first 15 minutes of class)</p> <p>Discussion Board Responses</p> <p>Extra Credit Assignment Due at 11:59pm</p>

***Schedule is 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.

CLASS POLICIES

Make-Up Work Policy

Make-ups may be granted based upon the following circumstances: (a) illness, (b) serious family emergencies, (c) military obligation, (d) religious holidays, (e) participation in official university activities, or (f) court-imposed legal obligations. For circumstances a. and b., students must contact the faculty via email within 48 hours of the missed quiz/assignment, and the faculty may request the student provide medical or other forms of documentation to validate the make-up.

For all other circumstances, students must contact the faculty at least 3 days prior to the anticipated missed day and provide reasonable documentation confirming the obligation/activity. Note: circumstances c. through f. only apply to missed quizzes, not assignments. Assignments are published at the beginning of the class and therefore students have ample time to complete assignments around anticipated obligations/activities.

Missed quizzes/assignments due to severe weather or poor internet connectivity will be reviewed on a case by case basis. If you are unable to access consistent internet, please email the instructor ahead of time (if possible); otherwise email the instructor at the earliest time possible.

Late Submission Policy

Late submissions for Professional Development Assignments will be accepted for up to 48 hours after the original deadline, and graded for a maximum of half credit. Assignments submitted after the 48 hour window will not be accepted (unless excused) and the student will earn a 0.

It is your responsibility to check that the correct assignment has been submitted to Canvas on time. If you submit the wrong assignment, Canvas allows you to resubmit the correct assignment before the deadline.

Collaboration Policy

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.

Inclusive Learning Environment Policy

The College of Public Health and Health Professions believes in human dignity and 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.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Academic Integrity Policy

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. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Violations of the Honor Code at the University of Florida will not be tolerated and 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: www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.

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

SUPPORT SERVICES

Counseling and Wellness

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues. 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: www.counseling.ufl.edu. Online and in-person assistance is available.
- U Matter, We Care website: 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 (352) 392-0627 or check out the web site at: www.shcc.ufl.edu/.
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center at: www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx, or call at (352) 264-6789.

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.

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.

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 professional and respectful feedback 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/>.

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