

HSC 2000 Introduction to Health Professions (3 Credits)

Semester: Fall 2021

Delivery Format: Blended Learning / On-Campus (in-person/face-to-face)

Meeting Times (Section 1): Mondays 6th – 7th period (12:50p –2:45p)

Meeting Times (Section 2): Tuesdays 5th – 6th period (11:45a –1:40p)

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

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, PhD Candidate, MPA

Email: xiezhigang@ufl.edu

Office Hours: By Appointment

Preferred Communication: Canvas Message (Course mail)

Co-Instructor: Rachel Bennett

Email: jadencorasmom@ufl.edu

Office Hours: By Appointment

Preferred Communication: Canvas Message (Course mail)

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

Email: youngrock.h@phhp.ufl.edu

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

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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 to maximize learning. Content that may have traditionally been presented during a live class is instead provided online before the in-class 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 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 are 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 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 in-class sessions. You are expected to actively participate in the session, which 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

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

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

ACADEMIC REQUIREMENTS AND GRADING

Quizzes (50% of final grade)

Each week, students will complete a 10-15 question, multiple choice quiz to assess their understanding and retention of the assigned material. Quizzes will be open the first 15-20 minutes of class and students complete the quiz on Canvas (or paper-based version if requested). 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 Canvas, please notify the instructor before the quiz closes. 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 occur during the quiz will be captured by Canvas and reviewed by the course instructor.

Weekly Online Writing Prompts/Discussion (10% of final grade)

Students are required to answer discussion questions posted on the Canvas discussion board. All post will be graded; however, to receive full credit, students must complete an initial post (300-500 words) and comment on at least two posts submitted by their group members (100-200 words). The initial response post must be posted by Thursday at 11:59 pm and all replies must be posted by Sunday at 11:59 pm.

In-Class Participation (10% of final grade)

During the class sessions, students are expected to actively engage in discussion by asking questions and/or commenting on the topic. After a brief lecture, in-class time will be spent on critical discussion of the weekly readings and applied group activities. Students groups (5-6 students in a group) will be asked to discuss topics given and submit a short written statement that summarize group members' opinions and empirical evidence, if any, to support the group's position on the topic. There will be separate Canvas discussion board open during the class and a leader (or any member) of each group submit the written statement along with all group members' names.

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 the semester)
- Assignment 2, students will write a graduate/professional program personal statement. (DUE during final week of the semester)
- Additional details for each assignment are provided on Canvas.

Final Group Presentation (10% of final grade)

The final assignment for this course will be a group presentation about health professions assigned. Students will be placed in small groups (5-6 students in a group). Each group will create a 15-minute presentation (+ 3-5 minutes of guided discussion) that aims to provide a more in-depth exploration of the health profession.

The presentation is expected to cover, at minimum, all of the following components:

- General Role of Health Profession
- Description of the Work Performed by the Health Profession
- Specialties: What are the areas of specialization within the health profession, if any?
- Earnings: Average salary/compensation
- Education and Training: How many professional programs exist? Generally, what is the acceptance rate into these schools? How many students, on average, are in each class of students?
- Licensure / Certification: What are these requirements if any?
- Job Prospect : What is the current and future supply/demand for the profession?
- Job Opportunities: Where can these professionals work (setting)? Who do these professionals primarily work with (what other health professionals, if any?) Are there any work settings in which there are more opportunities for the profession than others?

More details about the final presentation will be provided later in the semester.

*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 3 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
Weekly Online Prompts (on Canvas)	10 Points	A-	90-92.99 Points	=	3.67
Professional Development Assignment 1	05 Points	B+	87-89.99 Points	=	3.33
Professional Development Assignment 2	15 Points	B	83-86.99 Points	=	3.00
Final Group Presentation	10 Points	B-	80-82.99 Points	=	2.67
		C+	77-79.99 Points	=	2.33
Class Participation	10 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	03 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	Aug. 24	What Makes a Great Health Professional?	<p>Review Syllabus</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> Who are the Healthcare Workers? 	Take Syllabus Quiz
2	Aug. 31	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"> Textbook Chapters 1-2 US Healthcare System Profile: https://www.commonwealthfund.org/international-health-policy-center/countries/united-states <p>Class Discussion:</p> <ul style="list-style-type: none"> US Healthcare System 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>
3	Sep. 7	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=klR7TCPQh0c <p>Readings:</p> <ul style="list-style-type: none"> Textbook Chapters 3-4 The United States Health System Falls Short: https://interactives.commonwealthfund.org/2017/july/mirror-mirror/ <p>Class Discussion:</p> <ul style="list-style-type: none"> US Healthcare System-Challenges & Future 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>
4	Sep. 14	Healthcare Reform	<p>Guest Speakers (online): Healthcare Leadership</p> <ul style="list-style-type: none"> Dr. David Guzick – Former President of UF Health <p>Videos:</p> <ul style="list-style-type: none"> Kaiser – Health Reform Hits Main Street https://www.youtube.com/watch?v=vmdblIWOozs&ab_channel=KFF <p>Readings:</p> <ul style="list-style-type: none"> Textbook Chapter 5 The United States Health System Falls Short: https://interactives.commonwealthfund.org/2017/july/mirror- 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>

			<p>mirror/</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> Goals of health reform Major provisions of Affordable Care Act 	
5	Sep. 21	Health Career Planning	<p>Guest Speakers (online): Public Health</p> <ul style="list-style-type: none"> Ms. Jae'Lyn Gilbert, MPH – UF MPH Graduate Ms. Jerne Shapiro, MPH – Epidemiologist at UF Health <p>Videos:</p> <ul style="list-style-type: none"> TBD <p>Readings:</p> <ul style="list-style-type: none"> Textbook Chapters 7-8 <p>Guest Presentation:</p> <ul style="list-style-type: none"> Dr. Michael Moorhouse, PhD – Director, Bachelor of Health Science Program <p>Class Discussion:</p> <ul style="list-style-type: none"> Q&A for Health Science Program at PPHP 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>
6	Sep. 28	Integrating Medicine & Public Health	<p>Guest Speakers (online): Primary Care Providers</p> <ul style="list-style-type: none"> Dr. John Trainer, MD-Primary Care Physician Dr. Maddie Shneck, MD-Pediatrician <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"> Textbook Chapter 9 AAFP-Integration of Primary Care and Public Health: https://www.aafp.org/about/policies/all/integprimarycareandpublichealth.html <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>
7	Oct. 5	Social Determinants of Health	<p>Guest Speakers (online): Physician Assistant</p> <ul style="list-style-type: none"> Ms. Rita Ditommaso, PA & Tamara Bateh, PA – Surgical PA at UF Health. Ms. Shalon Buchs, PA – Associate Director, UF School of Physician Assistant Studies <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"> Textbook Chapter 10 HealthyPeople: Social Determinants of Health https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</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/ <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	
8	Oct. 12	Health Promotion and Disease Prevention	<p>Guest Speakers (online): Nursing</p> <ul style="list-style-type: none"> Dr. Chris Schreier, DNP, APRN – Nurse Practitioner, Clinical Assistant Professor in UF College of Nursing Chelsey McClellan, RN – UF Pediatrics DNP student <p>Videos:</p> <ul style="list-style-type: none"> TED Talk: t's Time to Focus on Health Prevention and Promotion: https://www.youtube.com/watch?v=eOhv5gF987s <p>Readings:</p> <ul style="list-style-type: none"> Textbook Chapters 11 & 32 CDC: National Health Report Highlights https://www.cdc.gov/healthreport/publications/compendium.pdf <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>
9	Oct. 19	Vulnerable Populations	<p>Guest Speakers (online): Clinical Psychologist</p> <ul style="list-style-type: none"> Dr. Elle Wiggins, PhD – UF CHP graduate Dr. Daniel Smith, PhD – MUSC, Director for the Charleston Consortium Psychology Internship program <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=s2hLhWSIO10 <p>Readings:</p> <ul style="list-style-type: none"> Textbook Chapters 20-21 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 [Optional] Mental health of health care workers in the COVID-19 era. https://www.nature.com/articles/s41581-020-0314-5 <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>
10	Oct. 26	Patient – Provider Relationship 1	<p>Guest Speakers (online): Pharmacy</p> <ul style="list-style-type: none"> Ms. Hemita Bhagwandass—UF Pharmacy Student Dr. Michelle Farland – Clinical Associate Professor in UF College of Pharmacy <p>Videos:</p>	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion</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"> Textbook Chapter 14 Noseworthy J. The Future of Care — Preserving the Patient–Physician Relationship. <i>N Engl J Med</i>. 2020 https://www.nejm.org/doi/full/10.1056/NEJMSr1912662 Baker R, Freeman GK, Haggerty JL, Bankart MJ, Nockels KH. Primary medical care continuity and patient mortality: a systematic review. <i>Br J Gen Pract</i>. 2020 Aug 27;70(698):e600-e611 https://areasaludbadajoz.com/docencia_investigacion/lecturas_recomendadas/Te_puede_interesar_COVID-19/bjgp20X712289.full.pdf <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>Board Responses</p> <p>Professional Development Assignment 1 Due at 11:59pm</p>
11	Nov. 2	Patient – Provider Relationship 2	<p>Guest Speakers (online): Dentistry</p> <ul style="list-style-type: none"> Gabriella Quevedo—UF Dental Student Dr. Pamela Sandow—Assistant Dean for Admissions & Financial Aid in College of Dentistry <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"> Textbook Chapter 12 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 Berg S. What doctors wish patients knew to make the most of telehealth. <i>AMA</i>. 2021. https://www.ama-assn.org/practice-management/digital/what-doctors-wish-patients-knew-make-most-telehealth <p>Class Discussion:</p> <ul style="list-style-type: none"> TBD 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>

12	Nov. 9	Research in Healthcare	<p>Guest Speakers (online): Physical Therapy & Occupational Therapy</p> <ul style="list-style-type: none"> • Dr. Abigail Wilson, PhD, PT, DPT-UF Rehab Science graduate • Ms. Sharon Medina—UF OT/Rehab Science PhD student <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 <p>Readings:</p> <ul style="list-style-type: none"> • Textbook Chapters 16-18 • 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=94ZpDXm2jCjsA&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>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>
13	Nov. 16	Technology in Healthcare	<p>Guest Speakers (online): Healthcare Administration</p> <ul style="list-style-type: none"> • Ms. Allison Bates & Madeleine Ngo—UF MHA Graduate • Dr. Keith Beson, PhD – UF MHA Program Director <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"> • Textbook Chapters 24 & 31 • 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 • Sinsky CA, Jerzak JT, Hopkins KD. Telemedicine and Team-Based Care: The Perils and the Promise. <i>Mayo Clin Proc</i>. 2021 https://www.sciencedirect.com/science/article/pii/S0025619620313793 <p>Class Discussion:</p> <ul style="list-style-type: none"> • Work on group presentation 	<p>In-Class Quiz (first 15 minutes of class)</p> <p>Discussion Board Responses</p>
14	Nov. 23	NO CLASS	<ul style="list-style-type: none"> • NO CLASS – THANKSGIVING WEEK 	

15	Nov. 30	Group Presentation Day1	<p>Guest Speakers (online): Veterinary Medicine</p> <ul style="list-style-type: none"> • Dr. Amanda House, DVM, DACVIM—Clinical Professor in College of Veterinary Medicine • Ms. Lindsey Edward—UF Vet Med student <p>Class Discussion:</p> <ul style="list-style-type: none"> • Group Presentations (5 groups) 	<p>Discussion Board Responses</p> <p>Professional Development Assignment 2 Due at 11:59pm</p>
16	Dec. 7	Group Presentation Day2	<p>Guest Speakers (online): Specialty Medicine</p> <ul style="list-style-type: none"> • Dr. Troy Larson—UF Health Urology Resident • Drs. Sharon Byun & Louis Moy –UF Health OB-GYN and Urology faculty <p>Class Discussion:</p> <ul style="list-style-type: none"> • Group Presentations (5 groups) 	<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.

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.

Recording Class Sessions

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

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.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

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