**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSA 7759: Quality and Outcomes in Health Services Research**  
**Spring 2022**

**Delivery Format:** On-Campus (in-person/face-to-face)  
**Meeting Times:** Thursdays 4th – 6th period (10:40a – 1:40p)  
**Classroom:** HPNP G-110  
**Course Website:** elearning.ufl.edu (Canvas)

---

**Instructor:** Young-Rock Hong, PhD, MPH  
**Email:** youngrock.h@phhp.ufl.edu  
**Phone:** 352-273-5335  
**Preferred Communication:** Direct email  
**Office:** HPNP 3111  
**Office Hours:** By Appointment

---

**Teaching Assistant:** Zhigang Xie, PhD (c), MPA  
**Email:** xiezhigang@ufl.edu  
**Preferred Communication:** Direct email  
**Office:** HPNP 3189  
**Office Hours:** By Appointment

---

**Prerequisite:** Students must have basic knowledge of statistics and medical research literacy. Students without this prerequisite may take the course with permission from the instructor. Students are expected to have a proposed research topic related to health services research and health policy.

---

**PURPOSE AND OUTCOMES**

**Course Overview**  
The course uses didactic sessions and focused tutorials on providing graduate students with an understanding of major concepts and principles in conducting health services research. It explores the scope of quality and outcomes studies for evaluating the effectiveness of medical care by emphasizing the development of study designs matched to the research question in health services research. The course explores frequently used observation study designs, techniques for evaluating and selecting health outcomes measures, and analytical approaches. The course will cover a mix of conceptual and practical research skills that will prepare students to contribute to health services research related to health care quality and outcomes. This will be achieved through a mix of textbook readings and discussions as well as readings, critiques, and discussions of timely and important research articles in health services and health policy journals.

**Course Objectives**  
Upon completion of the course, the student should be able to:

1. Develop researchable questions for measuring the quality and outcomes in health services research.  
2. Develop and prepare a conceptual model for a researchable question.
3. Evaluate study designs for conducting health care quality and outcomes research.
4. Translate researchable questions and conceptual model into meaningful health outcomes measures and critical independent measures.
5. Design a health services research study that minimizes threats to validity.
6. Identify sources of data for a health outcomes research study that are feasible to collect and minimize error.
7. Review, critique, and identify the contributions of peer-reviewed research articles.
8. Compare and contrast approaches to analyzing health care quality and outcomes.
9. Discuss how the organizational structural and clinical process aspects of quality impact health systems and health outcomes.
10. Understand how to define, measure, and value health care quality and outcomes
11. Apply risk adjustment methodologies and concepts used in health services research.
12. Apply the concepts of economic evaluation and decision-analytic models in health services research.
13. Apply scientific principles to the visual presentation of health outcomes data.
14. Develop a research proposal related to health care quality and outcomes.
15. Communicate a research proposal, expected findings, and potential implications.

*Disclaimer: This syllabus represents the instructor’s current plans and objectives for the course. As we go through the semester, these plans may need to change to enhance the class learning opportunities. However, such changes are not usual and will be communicated beforehand.

**Instructional Methods**

- Research notes & Keyword search
- Assigned readings (textbook chapters and articles)
- Lectures
- Seminars / class discussions
- Presentations

The keyword research notes and textbook readings make up the core foundation of this course. Lectures and article readings are provided to supplement the course with extensions of textbook materials and applied examples.

**What is expected of you?**

You are expected to engage in the course throughout the semester actively. This includes:

- Complete all assignments or course-related work each week. You are expected to do preparatory work, including readings or watching videos prior to class meetings.
- Be attentive to lectures and seminars.
  - In seminars/class discussions, you will be asked to initiate the ideas, share relevant experiences, and reflect on classmate’s comments constructively.
- Be respectful of others and their views.
  - Rich discussion is encouraged in this class, which usually entails disagreements about issues and basic values. This is a graduate-level course, and it is required to establish a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. **RESPECT** for individual differences and alternative viewpoints will be maintained at all times in this class. Use of language should be temperate and within acceptable bounds of civility and decency.

*For technical support for the course Canvas site, activities, and assessments, please contact the UF Help Desk at:*

Email: learning-support@ufl.edu
Phone: (352) 392-HELP – select option 2
Web: https://lss.at.ufl.edu/help.shtml
# Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings / Assignment</th>
</tr>
</thead>
</table>
| Week 1 – Jan 6 | • Course Introduction- Syllabus Review  
• Assign Article Reviewers/Discussants  
• Foundation of Health Services Research (HSR) | Texts  
• Shi, Chapters 1 & 2 |
| Week 2 – Jan 13 | • Quality and Outcomes in HSR  
• Class Discussions  
• Discussants  
1. TBD  
2. TBD  
3. TBD | Texts  
• Shi, Chapters 2 & 3  
Readings  
[Discussant 1]  
[Discussant 2]  
[Discussant 3]  
Assignment due  
• Research notes & Keyword search (Jan 12-Canvas) |
| Week 3 – Jan 20 | • Outcomes Models and Causal Thinking  
• Class Discussions  
• Discussants  
1. TBD  
2. TBD  
3. TBD | Texts  
• Shi, Chapter 3  
• Kane & Radosevich, Chapter 2 (optional)  
Readings  
[Discussant 1]  
<table>
<thead>
<tr>
<th>Week 4 – Jan 27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment due</strong></td>
</tr>
<tr>
<td>- Research notes &amp; Keyword search (Jan 19-Canvas)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5 – Feb 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment due</strong></td>
</tr>
<tr>
<td>- Research notes &amp; Keyword search (Jan 26-Canvas)</td>
</tr>
</tbody>
</table>

### Texts
- Kane & Radosevich, Chapters 5 & 6 (optional)
- Kane & Radosevich, Chapters 7 & 8 (optional)

### Readings

### Discussion Points

**Assignment due**

- Research notes & Keyword search (Jan 19-Canvas)
| Week 6 – Feb 10 | • Class Discussions  
• HSR Methods  
• Class Discussions  
• Discussants  
1. TBD  
2. TBD  
[Discussant 1]  
[Discussant 2]  
[Discussant 3]  
Assignment due  
• Research notes & Keyword search (Feb 2-Canvas)  
• Integrative paper - 1 (Feb 2-Canvas) |  
Texts  
• Shi, Chapters 4, 5, 7 & 9  
Readings  
[Discussant 1]  
[Discussant 2]  
[Discussant 3]  
Assignment due  
• Research notes & Keyword search (Feb 9-Canvas) |  
Week 7 – Feb 17 | • Mini-Lecture: TBD  
• Mid-term Exam | Texts  
• Kane & Radosevich, Chapter 10 (optional) |
<table>
<thead>
<tr>
<th>Week 8 – Feb 24</th>
<th><strong>Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assignment due</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Research notes &amp; Keyword search (Feb 16-Canvas)</strong></td>
</tr>
<tr>
<td><strong>Texts</strong></td>
<td><strong>Shi, Chapters 10 &amp; 13</strong></td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td><strong>Research notes &amp; Keyword search (Feb 23-Canvas)</strong></td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td><strong>Concept paper (optional; Feb 25 – Email)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9 – Mar 3</th>
<th><strong>Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texts</strong></td>
<td><strong>Shi, Chapter 14</strong></td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td><strong>Research notes &amp; Keyword search (Mar 2-Canvas)</strong></td>
</tr>
</tbody>
</table>

| Week 10 – Mar 10 | **No Class – Spring Break** |

<table>
<thead>
<tr>
<th>Week 11 – Mar 17</th>
<th><strong>Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Higgins AM, Harris AH. Health Economic Methods: Cost-Minimization, Cost-Effectiveness, Cost-Utility, and Cost-Benefit</strong></td>
</tr>
<tr>
<td><strong>Texts</strong></td>
<td><strong>Shi, Chapter 9</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>• Rabarison KM, Bish CL, Massoudi MS, Giles WH. Economic evaluation enhances public health decision making. Front Public Heal. 2015;3(JUN):1-5. doi:10.3389/fpubh.2015.00164</td>
</tr>
<tr>
<td><strong>Assignments due</strong></td>
<td>• Research notes &amp; Keyword search (Mar 16-Canvas)</td>
</tr>
<tr>
<td></td>
<td>• Risk Adjustments</td>
</tr>
<tr>
<td></td>
<td>• Sociodemographic factors</td>
</tr>
<tr>
<td></td>
<td>• Severity and comorbidity</td>
</tr>
<tr>
<td></td>
<td>• Class Discussions</td>
</tr>
<tr>
<td></td>
<td>• Discussants</td>
</tr>
<tr>
<td></td>
<td>1. TBD</td>
</tr>
<tr>
<td></td>
<td>2. TBD</td>
</tr>
<tr>
<td></td>
<td>3. TBD</td>
</tr>
<tr>
<td><strong>Texts</strong></td>
<td>• Kane &amp; Radosevich, Chapters 9 &amp; 11 (optional)</td>
</tr>
<tr>
<td>Week 13 – Mar 31</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research notes &amp; Keyword search (Mar 23-Canvas)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assignment due</strong></td>
</tr>
<tr>
<td></td>
<td>Research notes &amp; Keyword search (Mar 30-Canvas)</td>
</tr>
<tr>
<td><strong>Texts</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shi, Chapters 15</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research notes &amp; Keyword search (Mar 30-Canvas)</td>
</tr>
<tr>
<td></td>
<td>Integrative paper - 2 (Mar 30-Canvas)</td>
</tr>
<tr>
<td><strong>Week 14 – Apr 7</strong></td>
<td><strong>Proposal Presentations</strong></td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation upload (Apr 6-Canvas)</td>
</tr>
<tr>
<td><strong>Week 15 – Apr 14</strong></td>
<td><strong>Proposal Presentations</strong></td>
</tr>
<tr>
<td><strong>Assignment due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation upload (Apr 13-Canvas)</td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
<td>No Class-Reading Day</td>
</tr>
</tbody>
</table>
Course Materials and Technology

Required:

  *I found that an earlier edition of this textbook is acceptable for the course, but students are responsible for checking disparities in the contents and should prepare materials to supplement.*


- Other readings and journal articles are assigned and distributed by the instructor. Students are expected to have read all required before class and should be prepared to discuss issues covered.

Recommended/Optional:


ACADEMIC REQUIREMENT AND GRADING

Assignments

1. Research Notes & Keywords Search (20%)
   With the ever-increasing volume of information available, finding valid and relevant information has become a necessary skill in academics and professional fields. Each week, students will briefly summarize 3 reading articles among the assigned for each week and identify a list of keywords (or key concepts) related
to the topic (e.g., implication for public health or health policy). Students will then analyze the keywords using valid sources (including library resources, scientific literature, textbooks, etc.) and write up note summaries including their definitions, the relevance of the topics in health services research or student’s own research question, examples (e.g., how it has been defined and used in other studies), and applications (e.g., how it can be applied better or modified if needed). There are no structured format and page limits required; however, it is expected to use academic citation styles where appropriate (e.g., APA or AMA). Students may need to develop or use their own note-taking styles. **No grading criteria exist. As long as students submit their research notes, they will get all points possible in this assignment. Due by Midnight every Wednesday.**

### 2. Integrative Papers (10%)

For Week 5 and Week 12, students will prepare and submit integrative papers on the following topics. No weekly research notes are due during these weeks.

- **Quality of Health Care:** students will identify and summarize the measures of quality used or advocated by the National Academy of Medicine (formerly known as the Institute of Medicine), the Agency for Healthcare Research and Quality, the Institute for Healthcare Improvement, and the Centers for Medicare and Medicaid Services. The paper should be about 5-7 pages (1.5 spaced, Arial or Helvetica 11-point font, and 1-inch margins) and discuss the relative strengths and weakness and what you believe is the most significant contribution that each of the measures identified to healthcare. **Do not forget to use appropriate academic citations for references (including in-text and reference list). Due by Midnight on Wednesday, February 2, 2021.**

- **Healthcare Outcomes- cost, benefits, and quality of life:** students will critically review the decision-analytic models (often referred to as economic evaluations) used in healthcare: cost-benefit analysis, cost-effectiveness, and cost-utility analysis. Then, discuss their respective rationales in how they are used in evaluating health outcomes and how each is related to ‘quality’. Students will also identify studies or cases where each model is used, summarize main findings and limitations, and reflect on the relevance of health services research/health policy topics (or implications for decision-makers and clinicians in the healthcare system and health services organizations). The paper should be about 5-7 pages (1.5 spaced, Arial or Helvetica 11-point font, and 1-inch margins). Appropriate use of academic citations is required. **Due by Midnight on Wednesday, March 30, 2021.**

### 3. Seminars/Class Discussions (10%)

Part of the learning at the graduate level is to develop the ability to conduct a seminar; and a major part of doctoral-level research and teaching involves being able to synthesize, interpret, and critique others’ work. In each class, we will have a seminar session led by a couple of discussants (will be assigned at the first meeting). **Discussants should submit their seminar materials (e.g., PPT slides or handouts) by Midnight Wednesday.**

**Discussant’ responsibilities:**

1. Synthesize the assigned readings
2. Extracting key concepts/implications from the readings
3. Preparing 3-5 in-depth questions for the class to discuss
4. Developing 5-10 slides to present in class (any form of handouts if necessary)
5. Leading and pacing the in-class discussion

**Seminar presentation specifications:**

The discussants should address the followings in the presentation:
1) An overview of the topic and background
2) What are the research questions? Why is the study (or research question) important?
3) What research method/approach used to answer the questions?
4) What are the underlying theories, models, or hypotheses? and how they were tested?
5) How significant are the results? Do you see any counterintuitive results or similar results in other studies you know of?
6) What is the main takeaway from the study? What are the practical (e.g., policy or managerial) or clinical implications? What are the contributions to the literature?
7) What are the future research questions to be answered?

A high-quality presentation and discussion should include coverage of the core ideas, a balanced critique (i.e., limitations and contributions), and integrating material from the different readings. The discussants should prompt the class with questions to encourage discussion on issues and relationships between the topics covered and articles. The discussants should develop an in-depth set of presentation materials and discussion notes but also synthesize sufficiently so that all materials are covered in the discussion.

4. Participation (5%)
Students are expected to be actively engaged in the class discussions.

5. Exams (30%)
Two online exams via Canvas—mid-term and final exams; each worth 15% of final grade—will be taken by the students on the date and time of the exams. Exams will consist of multiple-choice, fill the blank, and short essay/critique questions. The mid-term exam will cover topics discussed in Weeks 1-6 and be completed in class for Week 7 after class. The final exam will cover the contents of the Weeks 7-13 and be completed. The exams will be open book setting, and students are allowed to refer to anything they prepare before the exams, including class/research notes, memory aid sheets, textbooks, or other pre-approved materials. However, access to online materials will be prohibited.

6. Health Care Quality & Outcomes Research Proposal (25%)
The synthesis of the class is a research proposal relating to the impacts of health policy/public health program/organizational intervention on health care quality and outcomes. The research proposal is a two-part process. The first part is an oral presentation (10% of final grade), and the second component is the preparation of a substantial and assessed written document (15%). The final paper should be at least 10-15 pages in length (references not included), 1.5 spaced, Arial or Helvetica 11-point font, and 1-inch margins.

In designing your project, there are 3 basic steps. You will be expected to complete these steps and submit one-page, single spaced, concept paper in Week 8. (Not subject to grading; optional for feedback)

Step 1. Develop a researchable question and conceptual or operational model.
Step 2. Develop operational definitions of key variables and data collection (or identify existing data).
Step 3. Develop an analysis plan that includes sample used for the study and the approach to analyzing the data (including approaches of how to minimize the threats to the validity of your study design).

Proposal presentation specification:
Students will prepare and present their research proposal in a seminar format. The final version of the presentation should be submitted before the presentation day.

1) Background – 1-5 slides: background on topic and establish the need for your research
2) Purpose – 1 slide: purpose statement and hypothesis(es)
3) Conceptual model –1-3 slides: visualization of your research (or analytic) approach
4) **Methods** – 1-5 slides: study design, data collection, key variables, statistical analysis

5) **Expected outcomes and implications** – 1-3 slides

*Presentation peer evaluation sheets will be distributed during each presentation, which accounts for 50% of the grade.

Final proposal specification and evaluation guide:

1) **Background for your project** – prepare a brief background statement of the outcomes project, explains the importance of the project, and describes the study population (must include at least 10 references).
2) **Study questions** – develop a well formulated research question and hypothesis(es)
3) **Conceptual model** – develop a conceptual model that answers the study question
4) **Study variables** – prepare a list of study variables needed for the project; list the variables in a variables table or data map
5) **Description and critique of your primary outcome** – describe the primary outcome variable; critically analyzes the primary outcome variable
6) **Project design** – prepare a study design for the project; identifies threats to internal and external validity; and briefly describe how your design will address anticipated threats to validity
7) **Data collection methods** – describe the data collection methods (or exiting data) used for the study and explain reasons for selecting these data collection methods over alternative methods
8) **Analytic plan** – identify comparisons to answer the study question; describe a simple strategy for analyzing your study data
9) **Final touch** – incorporate all components above and discuss expected outcomes and potential implications.

The final proposal must be submitted **before Midnight on April 20th.**

**Gradings**

The final grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Due Dates</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keywords &amp; Research Notes</td>
<td>Wednesdays</td>
<td>20%</td>
</tr>
<tr>
<td>Integrative Paper 1 - Quality of Health Care</td>
<td>Feb 2</td>
<td>5%</td>
</tr>
<tr>
<td>Integrative Paper 2 - Healthcare Outcomes</td>
<td>Mar 30</td>
<td>5%</td>
</tr>
<tr>
<td>Seminars/Class Discussions</td>
<td>-</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>Feb 17 after class meeting</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Apr 26</td>
<td>15%</td>
</tr>
<tr>
<td>Research Proposal-Presentation</td>
<td>Apr 7 and 14</td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal-Final Paper</td>
<td>Apr 20</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>-</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage Earned</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

*Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate (this course is 7000 level). A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>E</td>
<td>0.00</td>
</tr>
</tbody>
</table>

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: [http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)
Exam Policy

Policy Related to Make Up Exams or Other Work

*No late submission is accepted— and there will be no makeup exams except for extreme circumstances with valid evidence. No rounding up for grade increments (e.g., 92.99% is an A-).*

Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk ([http://helpdesk.ufl.edu/](http://helpdesk.ufl.edu/)) correspondence. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

**Policy Related to Plagiarism**

Plagiarism, as defined in the [UF Student Honor Code](http://dso.ufl.edu/sccr/process/student-conduct-honor-code/), will not be tolerated. Plagiarism detection software (e.g., TurnItIn) and other resources may be used to detect plagiarism. Assignments where the instructor deems that plagiarism has occurred may receive a zero grade, and may be reported to the Dean of Students office as a Student Honor Code violation. Please refer to academic citation manuals (e.g., APA, AMA) on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website ([https://owl.purdue.edu/owl/purdue_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)).

**Policy Related to Required Class Attendance**

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

Excused absences must be consistent with university policies in the Graduate Catalog ([http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance](http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance)). Additional information can be found here: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

---

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Academic Integrity**

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

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

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

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

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

[https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)
[http://gradschool.ufl.edu/students/introduction.html](http://gradschool.ufl.edu/students/introduction.html)
Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

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

On Campus Face-to-Face
We will 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 prior to 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.
- 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/).

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. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES
Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might
be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: [http://www.counseling.ufl.edu](http://www.counseling.ufl.edu). On line and in person assistance is available.

- You Matter We Care website: [http://www.umatter.ufl.edu](http://www.umatter.ufl.edu) If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: [https://shcc.ufl.edu](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](http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx)

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

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