

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSA 6114: Introduction to the US Health Care System**  
Fall 2022 (3 Credits)  
Delivery Format: Campus

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Instructor Name: Ara Jo, PhD  
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Office Hours: By Appointment

**Class time: Monday Period 3-5 (9:35am-12:35pm)**  
**Classroom: G101**

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**Preferred Communication: Direct UFL email with “HSA 6114” in the subject line**

*Email Policy:* Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend.

#### **Prerequisites**

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

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#### **Course Overview**

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

#### **Relation to Program Outcomes**

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

#### **Course Objectives and/or Goals**

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

1. Describe the basic nature of the health care system, such as structures and operations, from its historical origins and resources to its individual services, costs, and quality measures.
2. Analyze the impact of political decisions and reforms on the health care system from a consumer and provider point of view.
3. Identify challenges, features, and purposes associated with the updated healthcare policies.
4. Explain from a broad as well as a specific perspective how the health care system relates to different components of the system (public, private, consumers, providers) and the emerging health care trends (aging population, electronic health records, quality measurements, and technology).
5. Develop a proposal for change, which demonstrates sensitivity to cultural, ethnic, and social characteristics based on your current understanding of the health care system.
6. Identify the core functions of public health and the 10 essential services.

## Competencies

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

Tasks	MHA Competencies	MPH competencies
Exams, lectures	HOP-4 – Understand and articulate the role of health information systems for administrative and clinical functions, including issues that may impact patient care, data privacy, and systems security for the enterprise HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the health care environment	All competencies listed below are assessed at a basic level through weekly quizzes and 3 module knowledge checks.
Business Memo: ED demand and EMTALA Policy	HEC-1 Perform needs assessments and environmental analyses in support of program and organizational development.  HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the health care environment  HOP-1 Propose, develop, and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations	7. Assess population needs, assets and capacities that affect communities' health 10. Explain basic principles and tools of budget and resource management 15. Evaluate policies for their impact on public health and health equity 19. Communicate audience-appropriate public health content (i.e. non-academic, non-peer), both in writing and through oral presentation
Compare International Health Care System	HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the health care environment HOP-2 – Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services LP-2 – Apply effective and appropriate oral and written communication skills	5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings. 19. Communicate audience-appropriate public health content (i.e., non-academic, non-peer), both in writing and through oral presentation
Debate about the use of E-cigarettes	HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the health care environment LP-1 – Organize a team with balanced capabilities and effective group processes to create team member accountability for collective results LP-2 – Apply effective and appropriate oral and written communication skills	9. Design a population-based policy, program, project or intervention 12. Discuss the policy-making process, including the roles of ethics and evidence 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations 15. Evaluate policies for their impact on public health and health equity
Infographic for a public health problem within a special population	LP-2 – Apply effective and appropriate oral and written communication	Infographic for a public health problem within a special population

## Instructional Methods

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

## DESCRIPTION OF COURSE CONTENT

### Course Schedule

Week	Date	Topic(s)	Text Chapter
1	8/29	<b>Overview of the course and Basic Concept of Health</b> <b>An Overview of the US Health Care System and The Future of Health Care Services Delivery</b> <ul style="list-style-type: none"> <li>▪ Video: Empathy-The Human Connection to Patient Care (<a href="https://www.youtube.com/watch?v=cDDWvj_q-o8">https://www.youtube.com/watch?v=cDDWvj_q-o8</a>)</li> <li>▪ Beier et al. Ten actions for better post-pandemic health care in the US. <i>Health Affairs Forefront</i>. 2020.</li> </ul>	1, 2, 14
2	9/5	<b>NO CLASS (Labor day)</b>	
3	9/12	<b>Health Services Workforce</b> <ul style="list-style-type: none"> <li>▪ Basu et al., 2019. Association of Primary Care Physician Supply With Population Mortality in the United States, 2005-2015. <i>JAMA</i></li> <li>▪ Ochieng et al. Nursing Facility Staffing shortages during the COVID-19 pandemic. <i>KFF</i>. 2022.</li> </ul>	4
4	9/19	<b>Health Services Costs and Financing</b> <ul style="list-style-type: none"> <li>▪ Papanicolas et al. 2018. Health Care Spending in the United States and Other High-Income Countries. <i>JAMA</i></li> <li>▪ Kurani et al., 2021. Price transparency and variation in U.S. health services. <i>Peterson-KFF Health System Tracker</i>.</li> </ul>	6, 12
5	9/26	<b>Health Insurance and Managed Care</b> <ul style="list-style-type: none"> <li>▪ Nyman JA. 2004. Is 'moral hazard' inefficient? The policy implications of a new theory. <i>Health Affairs</i>.</li> <li>▪ KFF. 2019. Key Facts about the Uninsured Population. KFF</li> </ul>	6, 9
6	10/3	<b>Mid-term</b> <b>Due 10/6 (Thu), 5pm: ED Demand and the Emergency Medical Treatment and Labor Act (EMTALA) Business Memo</b>	
7	10/10	<b>Health Care Access and Quality of Care</b> <ul style="list-style-type: none"> <li>▪ Sanghavi et al., 2021. Association of Low-value care exposure with health care experience ratings among patient panels? <i>JAMA</i></li> <li>▪ Andersen. 1995. Revisiting the Behavioral Model and Access to Medical Care: Does it Matter?</li> <li>▪ Gawande A. Jan 24, 2011. The Hot Spotters. <i>The New Yorker</i></li> <li>▪ Video: Frontline "Doctor Hotspot". PBS <a href="https://www.youtube.com/watch?v=0DiwTjeF5AU">https://www.youtube.com/watch?v=0DiwTjeF5AU</a></li> </ul>	12

Week	Date	Topic(s)	Text Chapter
8	10/17	<b>Health Policy</b> <ul style="list-style-type: none"> <li>▪ Video: COVID-19 and Health Inequity. JAMA Network. (<a href="https://youtu.be/4Q2MsgfhWZk">https://youtu.be/4Q2MsgfhWZk</a>)</li> <li>▪ Kaufman EJ et al. State firearm laws and interstate firearm deaths from homicide and suicide in the United States: a cross-sectional analysis of data by county. JAMA internal medicine. 2018 May 1;178(5):692-700.</li> <li>▪ Sample: Advocacy letter to council member (<a href="https://tobacco21.org/sample-letter-council/">https://tobacco21.org/sample-letter-council/</a>).</li> <li>▪ APHA: Public Health Advocacy: the Legal Basics (<a href="https://www.apha.org/-/media/files/pdf/advocacy/2020_changelab_annual_meeting_presentation.ashx?la=en&amp;hash=BD21A3D5D25A3D2937FC7DB3FC512D19E4A39810">https://www.apha.org/-/media/files/pdf/advocacy/2020_changelab_annual_meeting_presentation.ashx?la=en&amp;hash=BD21A3D5D25A3D2937FC7DB3FC512D19E4A39810</a>)</li> </ul>	13
9	10/24	<b>Medical Technology and Policy</b> <ul style="list-style-type: none"> <li>▪ Rossi et al. Cost-effectiveness of Artificial Intelligence as a Decision-Support System Applied to the Detection and Grading of Melanoma, Dental Caries, and Diabetic Retinopathy. JAMA network open. 2022 Mar 1;5(3):e220269.</li> <li>▪ Char DS et al. Implementing machine learning in health care—addressing ethical challenges. The New England journal of medicine. 2018 Mar 15;378(11):981.</li> <li>▪ Park S, Choi GJ, Ko H. Information technology–based tracing strategy in response to COVID-19 in South Korea—privacy controversies. JAMA. 2020 Apr 23.</li> </ul> <p><b>Due 10/27 (Thu), 5pm: Comparative International Examples of Healthcare System presentation slides</b></p>	5
10	10/31	<b>Primary Care and Long-term care</b> <ul style="list-style-type: none"> <li>▪ Starfield B, Shi L, Macinko J. Contribution of primary care to health systems and health. The milbank quarterly. 2005 Sep;83(3):457-502.</li> </ul>	7, 10
11	11/7	<b>[Presentation] Comparative analysis of international healthcare system</b> No Lecture. <b>Due 11/10 (Thu), 5pm: E-cigarettes Use regulation proposal</b>	
12	11/14	<b>[Discussion] E-cigarettes Use Regulation</b> Guest reviewer: Hailee M. Cornett, MPH, Tobacco Policy Manager <b>Due 11/17 (Thu), 5pm: E-cigarettes Use regulation advocacy letter</b>	
13	11/21	<b>NO CLASS (Thanksgiving)</b>	
14	11/28	<b>Health Care System for Special Population</b> <ul style="list-style-type: none"> <li>▪ Video: Unnatural Causes (<a href="https://www.kanopy.com/product/when-bough-breaks">https://www.kanopy.com/product/when-bough-breaks</a>)</li> <li>▪ Guest Lecture: Carry Carr, PhD student in SBS. “Healthcare system for domestic violence victims.”</li> </ul> <b>Due 12/1 (Thu), 5pm: Peer evaluation</b>	11
15	12/5	<b>Final Exam</b>	

## Course Materials

### Required Materials

1. [REQUIRED] Leiyu Shi and Douglas A. Singh, *Delivering Health Care in America: A Systems Approach*. Jones & Bartlett Learning; 7 or 8 edition (October 20, 2017). ISBN-10: 9781284124491

2. [REQUIRED] Harvard Business Publishing, Education: *E-Cigarettes: Marketing vs Public Health* (<https://hbsp.harvard.edu/import/842376>)

PowerPoint slides and additional readings used for lectures will be posting on Canvas a week before each class.

#### Sources for Additional Information and Article Critiques

- Health Affairs
- JAMA
- NEJM
- American Journal of Public Health
- Healthcare Management Review
- Medical Care
- Medical Care Research and Review
- Health Services Research
- Medical Care
- Annals of Internal Medicine

**Announcements:** Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

**Technical Requirements:** Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Exam

This course has two exams: mid-term and final using lockdown browser. Exams covers the course materials, lectures, assigned readings, textbooks and international healthcare model presentations. The exams are NOT cumulative. The exam is a closed book and is offered in the classroom using lockdown browser. You must bring your own laptop to take the exam to the class.

**Mid-term exam: 10/3 (Mon)**

**Final exam: 12/5 (Mon)**

### Assignments

1. [Individual project] **Business Memo: Emergency Department Demand and the Emergency Medical Treatment and Labor Act (EMTALA)**

This assignment requires you to pretend that you are a healthcare consultant who is tasked with developing a business memo for one of three recipients. In the memo, you will have the option to choose to propose a feasible solution to ONE of the following recipients: the **CEO of City Hospital**, the **CEO of City Memorial Hospital**, OR the **Mayor**.

The business memo should provide a summary of the case and feasible solution for one of the three leaders regarding the case study. The solution should be based on your research about patients' characteristics, population needs and the current Emergency Department (ED) delivery system. While directed to only one of three leaders mentioned, your solution should take into consideration the viewpoints of all those involved in the case study. The purpose of this business memo is to have you think critically about a long-standing

problem in the health care delivery system. Read multiple considerable questions described on the Assignment tab for the memo.

#### Format

- Should be in a **business memo format**. The memo should consist of three sessions, 1) summary of the problem, 2) description of ED patient characteristics, reasons for ED use and city population needs and 3) solutions for ED congestion with data you need for developing solutions. It should be maximum 3 pages in length (excluding reference/table/figure), double spaced, 1-inch margins and 12-point Arial font.
- Business Memo Format Sample:  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/memos/sample\\_memo.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html)
- The memo should cite some scientific evidence about ED care and ED patients. The evidence should base peer-reviewed journal articles. In-text citations and references should be formatted using AMA style <https://nwtc.libguides.com/citations/AMA>)
- Requires at least 3 references
- **Deadline: 10/6 (Thu) 5pm submit via Canvas Assignment Tab (ED Demand and EMTALA)**

#### Rubric (15pts)

- a. Summary/overview (8pts): Based on considerable questions above, summarize current ED problems with assumptions your made. Describe ED patient characteristics, reasons for ED use and city population needs. Address why current ED policy is associated with this circumstance.
- b. Solutions (6pts): Based on responses to considerable questions above, propose feasible and reasonable solutions to the **one** specific recipient you choose. Should give data sources and illustrate what you assess with this data.
- c. Format (1pt): Business memo format and AMA citation style
- d. Extra pages and late submission are not allowed. (0.5 pts deduction)

#### 2. [Group project] Comparative International Examples of Healthcare System

Considering the current state of health care in the US, this project requires you to design an ideal US health care delivery system that would address key issues that will improve health outcomes in the US. This project is based on the knowledge gained throughout the semester on health care in the US such as system financing, service provision, equity, access, insurance type and management. Each country's healthcare system is unique and influenced by the local culture as well as per capita income and government spending for healthcare. Some elements in international healthcare can be a transportable solution for the healthcare system issues faced in the US. (Choose one country listed on the discussion board. Once your group decides the country, post your selection through reply on the same board. First come first serve.)

You are asked to:

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

#### Format

- This assignment includes two parts: 1) present your viewpoints through the power point presentation, 2) Q&A.
- The presentation should be maximum 10 minutes.
- In-text citations and references should be formatted using AMA style.
- **Due: 10/27 (Thu) 5pm Submit via Canvas Discussion Board (Comparative International Health Care System)**

#### Rubric (15 pts)

- a. Introduction (4pts): Introduce a health care delivery system and the social and cultural characteristics of the country your group chose. Compare similarities and differences of the health care system between the US and the country your group selected.
- b. Identifying problems in the US health care system (5 pts): In-depth reflection on identifying key issues of US health care and justifications for your choices are well demonstrated and supported in the design of the ideal US health care system
- c. Solutions (5pts): Proposed feasible and applicable solutions for implementation of the design in considering all vital components. Examples should be specific and clear with well-organized analysis describing practical steps to improve the US health care with evidence-based approaches from the international health care and knowledge gained throughout the semester on health care.
- d. Q&A (1pt): Respond to given questions.
- e. Extra page(s) and late submission will each reduce 0.5 pts of total grade.

### 3. [Group Project] E-cigarette Use Regulation

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

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

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

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

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

#### Format

- a. This assignment has three parts: 1) present your viewpoints through the power point presentation in class time, 2) Discuss with the other stakeholders and 3) Select the best policy and write the advocacy letter to council member (Max 300 words) on the board by 11/18 (Thu) 5pm.
- b. The presentation should be maximum 3 minutes.
- c. In-text citations and references should be formatted using AMA style (<https://nwtc.libguides.com/citations/AMA>)
- d. **Due: 11/10 (Thu) 5pm submit via Canvas Discussion Board (E-cig use regulation)**  
**11/17 (Thu) 5pm submit via Canvas discussion board (Advocate letter)**

#### Rubric (20 pts)

- a. Presentation (5 pts): Present key viewpoints on behalf of your entity clearly. Evaluate current e-cigarettes policy and discuss challenges your entity may face. A scientific and logical rationale should be provided.
- b. Discussion (10 pts): Ask a question or rebut other entity's viewpoint. As a group representing your entity, respond to a question given by other groups.
  - a. Comments should be made as a group and should reflect your entity's perspective
  - b. Anyone from the group can respond and make comments, just clarify which group a commenter is.
- c. Advocacy Letter (5 pts): Clearly state your advocacy with rationale.

#### 4. [Group project] Special Populations Infographics

This project allows students to understand special population characteristics based on relevant scientific data. Infographics are effective communication way to visualize data and information to public. Use systems thinking method and create infographics for target audience.

Identify at least four articles in PubMed that profile a special population that is impacted by a public health issue. And use an infographic to visually represent the information and data you find on the special population. The infographic presents a summary of a special population characteristics, public health issues and a call for action visually. You can use one of the free versions of infographic software on the internet (e.g., Piktochart, Vizualize.me, Venngage) as a last resort you can use MS Word or PowerPoint.

#### Format

- a. In-text citations and references should be formatted using AMA style.
- b. **Due: 12/1 (Thu), 5pm**
- c. Submit to the assignment tab, "Infographics". Only one member submits on behalf of the group.

#### Rubric (5pts)

- a. Summarize the information and data clearly.
- b. Use appropriate citation of articles, data, and images using AMA style.
- c. Avoid an excessive amount of text.
- d. Avoid grammatical errors.
- e. Originality and creativity.



### 5. Participation and Peer Evaluation

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

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

**Due: 12/1 (Thu) 5pm submit via Canvas Assignment tab (Peer Evaluation)**

### Grading

Final grades will reflect your performance in these areas:

Requirement		Deadline	Points	
Exams	Mid-term (10/3)		20	
	Final (12/5)		20	
Assignments	Individual	Case Study: ER demand and EMTALA	10/6, 5pm	15
	Group	Comparative International Examples of Health Care System	10/27, 5pm	15
		E-cigarette Use Regulation	11/10 and 11/17, 5pm	20
		Special Populations Infographic	12/1, 5pm	5
Peer Evaluation		12/1, 5pm	5	
Total points			100	

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

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

- There will be no rounding up for grade increments, for example a 92.99 is an A-. Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree

only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### **Exam Policy**

Online exam will be offered in class. Bring your own laptop and use lockdown browser during the exam. You are expected to test lockdown browser before the exam.

### **Policy Related to Make up Exams or Other Work**

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

Only in extreme circumstances will the instructor accept late assignments. If you anticipate turning an assignment in late, please discuss with the instructor or teaching assistant beforehand. It is your responsibility to check that the correct assignment has been submitted to Canvas on time. Always review your submission after turning it in. The penalty for late submission is a reduction by 0.5 point of the grade of each assignment.

### **Policy Related to Required Class Attendance**

The class does not take attendance. However you are expected to attend the classes for professionalism purpose. Students must notify the instructor or TA via email about upcoming absences, late arrival or early leave as soon as they become aware of potential conflicts prior to the class. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **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>

### **Professionalism Course Requirement language**

Since “Professionalism” is a hallmark of patient and population care, and central to the mission of the College of Public Health and Health Professions, it will be assessed in this course. Student demeanor and observable behavior are central components to assessing one’s professionalism and will therefore need to be observed and occasionally recorded within this class. To facilitate a proper evaluation of professionalism in online sessions, Zoom synchronous sessions may be audio-visually recorded and students will be asked to keep their cameras on during class. Failure to turn on the camera could result in the student not receiving a professionalism score.

### **COVID-19 Symptoms**

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### **Recording Within the Course:**

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.

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

### **Expectations Regarding Course Behavior**

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

### **Communication Guideline**

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

### **Academic Integrity**

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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

### **Online Faculty Course Evaluation Process**

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

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

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

### **Counseling and Student Health**

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

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

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

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:

(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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

### **Inclusive Learning Environment**

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