

University of Florida
College of Public Health & Health Professions Syllabus
HSA4191 Health Informatics & Emerging Healthcare Technologies
 Spring: Sections 27500/13033, 3 Credit Hours, Delivery Format: Blended, E-Learning in Canvas

Instructor Name: Frederick R. Kates, Ph.D., MBA

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Office Hours: In-person Thursday 3:00-4:00 unless I have Faculty Senate (Jan. 19, Feb. 16, Mar. 23, Apr. 20). Also, Zoom meetings are available by appointment, Monday-Tuesday 9:00 am -11:00 am to schedule an appointment, send a Canvas mail – tell me the purpose of the meeting and suggest specific days and times you could meet.

Teaching Assistant: Rachel Galvin PhD(c)

Room Number: send Canvas email for the location

Email Address: rachel.galvin@ufl.edu

Office Hours: send Canvas email for an appointment.

Preferred course communications: Canvas email

Course meeting times and location: Section 27500 Thursday Periods 4 - 5 (10:40 am - 12:25 pm)

Communicore COM-024 and Section 13033 Thursday Periods 6 - 7 (1:00 pm - 2:45 pm) Communicore COM-024

Prerequisites

Upper-division standing or instructor approval

PURPOSE AND OUTCOME

Course Overview

This course provides a fundamental understanding of health informatics, healthcare information systems, and emerging healthcare technologies, starting with the core informatics competencies and the foundation of knowledge model. Key topics will include cognitive science, legal and ethical aspects, HIPAA privacy and security regulations, systems development life cycle, electronic security, electronic health records, patient engagement, community health, telehealth, data mining, IT certifications, evidence-based practice and translational research. The course will also provide an in-depth look at current technologies, particularly artificial intelligence (AI) and machine learning, driven by increased data access, computational power from graphic processing units (GPUs), sensors, and algorithms. Other emerging technologies include wearable sensor-based systems for health monitoring and prognosis and mobile health (mHealth) applications in the medical and healthcare sectors to understand their emerging role in health informatics.

Relation to Program Outcomes

The course objectives, assignments, and activities are designed to contribute towards mastery of critical competencies in the Health Sciences and Public Health bachelor degree curriculums.

Course Objectives

- Apply core health informatics principles to examine emerging health care technologies and their role in the acquisition, transmission, processing, storage, and retrieval of medical and healthcare sector information.
- Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic alignment of an organization.
- Identify and discuss the key elements of the HIPAA Security Rule in relation to current HIPAA violations.
- Identify barriers- legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.

- Define the roles of federal, state, and local public health agencies in the development of public health informatics.
- Evaluate evidence-based practice and translational research related to health Informatics and emerging healthcare technologies.
- Discuss the basic concepts, tools, and techniques of artificial intelligence and machine learning
- Identify problems in health context where artificial intelligence techniques are applicable

Course Objectives/Competencies Matrix

Course Objectives	Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains	Assessment
Apply core health informatics principles to examine emerging healthcare technologies and their role in the acquisition, transmission, processing, storage, and retrieval of medical and healthcare sector information.	The fundamental concepts and features of project implementation, including planning, assessment, and evaluation (D10.5)	Presentation
Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic alignment of an organization.	The fundamental concepts and features of project implementation, including planning, assessment, and evaluation (D10.5)	Presentation
Identify and discuss the key elements of the HIPAA Security Rule in relation to current HIPAA violations.	Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4) Basic concepts of legal, ethical, economic and regulatory dimensions of healthcare and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government (D10.7)	Project
Identify barriers and legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.	Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4) Basic concepts of legal, ethical, economic and regulatory dimensions of healthcare and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government (D10.7)	Test
Define the roles of federal, state, and local public health agencies in the development of public health informatics.	Describe the key elements of the U.S. healthcare system. (SLO 1) The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries (D10.6)	Test
Evaluate evidence-based practice and translational research related to health Informatics and emerging healthcare technologies.	Develop and apply critical analysis skills to contemporary health issues (SLO 6) The basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based	Test

Course Objectives	Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains	Assessment
	<p>approaches are an essential part of public health practice (D10.2)</p> <p>Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (D10.8)</p>	

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course is blended, taught through a discussion and lecture format with online “Blended Learning” assignments. Your participation in the class is vital to its success. We will work together to foster an overall sense of belonging, encourage diversity of views and perspectives, and leverage the uniqueness each person brings to the class. Be prepared and ready to participate in each class; and know ahead of time that you might be called on randomly. This can help promote equity in the classroom because students who normally dominate the discuss will step back, which allows other students an opportunity to demonstrate their knowledge and expertise. Randomly calling on a student can help students who avoid talking in class gain the ability to speak with confidence. The goal is to have a safe learning environment, and know it is “ok” to be wrong or pass on question. A small percentage of students might have heightened anxiety from being called on in class and can email the instructor. Finally, consider that the initial discomfort is often balanced out by the benefits of participating in the discussion.

Blended Learning

Throughout the semester several Blended Learning assignments will be uploaded in Canvas.

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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

All reading assignments, including supplemental readings should be read before class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Module	Date	Topics & Assignments	Readings
1	Jan. 12	Course Introduction & Syllabus Review *Informatics, Disciplinary Science, and the Foundation of Knowledge. See Canvas for assignment details and completion dates.	*Chapter 1- Mastrian & McGonigle Data, Information, Knowledge, Wisdom (DIKW): A Semiotic Theoretical and Empirical Exploration of the Hierarchy and its Quality Dimension by Baskarada & Koronios
2	Jan. 19	*Introduction to Information, Information Science, and Information Systems See Canvas for assignment details and completion dates	*Chapter 2- Mastrian & McGonigle Supplemental (A) New 2023 AI Content
3	Jan. 26	*Computer Science and the Foundation of Knowledge Model *Introduction to Cognitive Science, Informatics and Artificial Intelligence See Canvas for assignment details and completion dates.	*Chapter 3- Mastrian & McGonigle Hardware Day *Chapter 4- Mastrian & McGonigle Supplemental Jha, S., & Topol, E. J. (2016). Adapting to Artificial Intelligence: Radiologists and Pathologists as Information Specialists. <i>JAMA</i> , 316(22), 2353–2354. https://doi.org/10.1001/jama.2016.17438 Zang, Y., Zhang, F., Di, C., & Zhu, D. (2015). Advances of flexible pressure sensors toward artificial intelligence and health care applications. <i>Materials Horizons</i> , 2(2), 140–156.
4	Feb. 2	*Ethical and Legal Aspects of Health Informatics *Systems Development Life Cycle Informatics and Organizational See Canvas for assignment details and completion dates.	*Chapters 5- Mastrian & McGonigle *Chapter 6- Mastrian & McGonigle Supplemental (M) Grajalas, F. J. G., Sheps, S., Ho, K., Novak-Lauscher, H., & Eysenbach, G. (2014). Social Media: A Review and Tutorial of Applications in Medicine and Health Care. <i>Journal of Medical Internet Research</i> , 16(2), e13. https://doi.org/10.2196/jmir.2912 (M) McKee, R. (2013). Ethical issues in using social media for health and health care research. <i>Health Policy</i> , 110(2–3), 298–301. https://doi.org/10.1016/j.healthpol.2013.02.006
5	Feb. 9	*Systems Development Life Cycle Informatics and Organizational *Administrative Information Systems Test 1 (Modules 1-5) Please check Canvas before the test for procedures and reviews. For example focus on content from chapters 1-5.	*Chapter 6- Mastrian & McGonigle Part 2 *Chapters 7- Mastrian & McGonigle Supplemental (A) New 2023 AI Content

6	Feb 16	<p>*The Human–Technology Interface</p> <p>*Electronic Security</p> <p>Potential Guest Lecturer – GG</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 8- Mastrian & McGonigle</p> <p>*Chapter 9- Mastrian & McGonigle</p> <p>Supplemental LaVenture, M., Brand, B., Ross, D. A., & Baker, E. L. (2014). Building an informatics-savvy health department: part I, vision and core strategies. <i>Journal of Public Health Management and Practice</i>, 20(6), 667–669.</p> <p>(w) Madden, S. (2013, June 15). With wearable tech like Google Glass, human behavior is now a design problem. https://gigaom.com/2013/06/15/with-wearable-tech-like-google-glass-human-behavior-is-now-a-design-problem/</p>
7	Feb. 23	<p>*Workflow & Meaningful Use</p> <p>*The Electronic Health Record</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 10- Mastrian & McGonigle</p> <p>*Chapter 11- Mastrian & McGonigle</p> <p>Supplemental (A) New 2023 AI Content</p>
8	Mar. 2	<p>*Informatics Tools to Promote Patient Safety, Quality Outcomes, and Interdisciplinary Collaboration</p> <p>*Patient Engagement and Connected Health</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 12- Mastrian & McGonigle</p> <p>*Chapter 13- Mastrian & McGonigle</p> <p>Supplemental Jensen, P. B., Jensen, L. J., & Brunak, S. (2012). Mining electronic health records: towards better research applications and clinical care. <i>Nature Reviews Genetics</i>, 13(6), 395–405. https://doi.org/10.1038/nrg3208</p>
9	Mar. 9	<p>*Using Informatics to Promote Community/Population Health</p> <p>See Canvas for assignment details and completion dates.</p> <p>Test 2 (Modules 6-9)</p>	<p>*Chapter 14- Mastrian & McGonigle Part 1</p> <p>Supplemental (A) New 2023 AI Content</p>
	Mar. 16	Break	
10	Mar. 23	<p>*Using Informatics to Promote Community/Population Health</p> <p>* Informatics Tools to Support Healthcare Professionals Education and Continuing Education</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 14- Mastrian & McGonigle Part 2</p> <p>*Chapter 15- Mastrian & McGonigle</p> <p>Supplemental Eyler, A. A. (2011). Consumer health informatics: improving patient engagement. <i>Translational Behavioral Medicine</i>, 1(1), 10–10. https://doi.org/10.1007/s13142-010-0003-1</p>
11	Mar.	* Data Mining as a Research Tool	*Chapter 16- Mastrian & McGonigle

	30	<p>*The Art of Caring in Technology-Laden Environments</p> <p>Presentations</p> <p>Please check Canvas before the test for procedures and reviews.</p>	<p>*Chapter 19- Mastrian & McGonigle</p> <p>Supplemental</p> <p>Dowding, D., Arcia, A., Bjarnadottir, R. I., Iribarren, S., & Yoon, S. (2016). Integrating a Proposed Population Health Model with Nursing Informatics Research. <i>Studies in Health Technology and Informatics</i>, 225, 732–734.</p> <p>Aziz, H. A. (2017). A review of the role of public health informatics in healthcare. <i>Journal of Taibah University Medical Sciences</i>, 12(1), 78–81. https://doi.org/10.1016/j.jtumed.2016.08.011</p>
12	Apr. 6	<p>In-class assignment</p> <p>Presentations</p> <p>See Canvas for assignment details and completion dates.</p>	<p>Supplemental</p> <p>Holzinger, A., & Jurisica, I. (2014). Knowledge Discovery and Data Mining in Biomedical Informatics: The Future Is in Integrative, Interactive Machine Learning Solutions. In <i>Interactive Knowledge Discovery and Data Mining in Biomedical Informatics</i> (pp. 1–18). Springer, Berlin, Heidelberg. Retrieved from http://link.springer.com/chapter/10.1007/978-3-662-43968-5_1</p> <p>Murdoch, T. B., & Detsky, A. S. (2013). The Inevitable Application of Big Data to Health Care. <i>JAMA</i>, 309(13), 1351–1352. https://doi.org/10.1001/jama.2013.393</p>
13	Apr. 13	<p>In-class assignment</p> <p>Presentations</p> <p>Review if time permits</p> <p>See Canvas for assignment details and completion dates.</p>	<p>Supplemental</p> <p>(w) Pantelopoulos, A., & Bourbakis, N. G. (2010). A survey on wearable sensor-based systems for health monitoring and prognosis. <i>IEEE Transactions on Systems, Man, and Cybernetics, Part C (Applications and Reviews)</i>, 40(1), 1–12.</p> <p>(w) Ossig, C., Antonini, A., Buhmann, C., Classen, J., Csoti, I., Falkenburger, B., ... Storch, A. (2016). Wearable sensor-based objective assessment of motor symptoms in Parkinson's disease. <i>Journal of Neural Transmission</i>, 123(1), 57–64. https://doi.org/10.1007/s00702-015-1439-8</p>
14	Apr. 20	<p>Finish presentations & closing assignments</p> <p>Test 3 (Modules 10-14)</p> <p>See Canvas for assignment details and completion dates.</p> <p>Please check Canvas before the test for procedures and reviews.</p>	<p>Supplemental</p> <p>(M) Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C. (2013). A New Dimension of Health Care: Systematic Review of the Uses, Benefits, and Limitations of Social Media for Health Communication. <i>Journal of Medical Internet Research</i>, 15(4), e85. https://doi.org/10.2196/jmir.1933</p>

15	April 28	Test 3 (Modules 10-14) Should finish by April 20 th if needed the ONE.UF dates for the sections can be used for this test.	Section 13033 Exam Date: 5/02/2023 @ 10:00 AM - 12:00 PM Section 27500 Exam Date: 5/04/2023 @ 5:30 PM - 7:30 PM
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A- Example of AI used in the medical and healthcare settings

W- Example of wearable sensor-based systems for health monitoring and prognosis

M- Example of (mHealth) applications used in the medical and healthcare sectors

Caveat: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials and Technology

Required Textbook: Mastrian & McGonigle, *Informatics for Health Professionals*. Second Edition Jones & Bartlett Learning. ISBN-13: 978-1-284-18209-5

Supplemental: Wager, Lee, Glaser. *Health Care Information Systems*. 3rd edition. (2013) Wiley and Sons. ISBN: 9781118173534, Available as a free e-book from UF Library (you must be logged on to UF VPN if off campus) <http://www.books24x7.com/marc.asp?bookid=58155>

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

Additional Materials:

Selected supplemental websites and articles will be posted on Canvas. Supplemental material will be discussed in class and included on tests. PowerPoint presentations will be posted on the course website, however, will not always be available before class. Material provided in the PowerPoint presentation is intended to supplement the course material and information discussed in class.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Tests

Tests are primarily multiple choice and 1-3 short answer questions. The tested material includes PowerPoints, lectures, class discussions, team presentations, assigned readings in the textbook, and supplemental readings. The tests focus on the information presented since the previous test and are not cumulative. However, many concepts learned at the beginning of class are built upon and repeated or applied in subsequent tests. The lockdown browser, Respondus, will be used for the tests, and questions are shown one question at a time and locked after answering.

Presentations Guidelines

Create and give a presentation (PowerPoint, iMovie, or a free video editing software) that addresses your assigned topics. Reference the material from the course and current supporting articles. Areas to consider:

- Current I.T. issues that healthcare leaders need to know.
- Best practices that can be emulated by other organizations.
- Relevant laws and regulations to be considered.
- Challenges and complexities of informatics issues.

The presentation should be formatted as follows:

- Title slide (names, date, and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations

- Current events, peer-review articles, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

Day of the presentation, please provide:

A printed hard copy of the presentation (6 slide handout or equivalent outline) to the TA and the professor at the beginning of class. The presentations should add depth to the course with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience new knowledge about the potential populations that different organizations may serve in the rapidly evolving healthcare landscape. External links for specific information (e.g., APA instructions, video tutorials) and rubrics will be loaded in Canvas.

Papers

The assignments are based on materials in the modules of the course. An outline of what is required in the papers is listed below. Consider the following questions when writing your reflective paper:

- What was your prior knowledge of the subject matter contained in the section of the course?
- After exploring the materials in this section, what is your current thinking on the subjects presented?
- How will this information affect your discipline?

Length: 800 words minimum; 1000 words maximum; 12 pt. font (Arial, Times New Roman); double Spaced and APA format.

Process: Paper will be submitted in Canvas in the Assignment and will be checked through Turnitin.

Instructions:

Answer the questions listed in the overview using your own experiences and specific examples from the videos and readings presented in this section. You do not need to provide summaries, but you should include details from the course materials that give evidence to:

- your thorough review of the materials
- your ability to analyze the materials and make inferences
- your ability to synthesize the course content

A rubric will be provided for the assignment in Canvas.

Discussion boards

Discussion boards will have topics relevant to that module's readings, lectures or additional resources. Each topic will be one continuous thread. Students will need to provide a substantive response to the questions posed. Your post should reference concepts brought up in lectures, readings, visual materials, and other required course content. External links for specific information (e.g., substantive responses, academic tone) and rubrics will be loaded in Canvas for each assignment.

Infographics

Infographic assignments start with identifying an article(s) in PubMed or another healthcare-related database that covers the assigned topic. Next, read and review the *Infographic Seminar Handout*, paying particular attention to Infographic Design: Nine Strategies which you can apply to your infographic. Then use an infographic software program (e.g., PiktoChart, Vizualize.me, Venngage) to visually represent the information and data you find on your topic. External links for specific information (e.g., handouts, software links) and rubrics will be loaded in Canvas for each assignment.

Quizzes

There will be quizzes in class and possibly outside of class which will be posted in Canvas. Having quizzes regularly encourages completing the assigned reading and watching the Blended Learning videos before class, which helps improve participation and learning. In addition, the four lowest quiz grades are dropped, which helps to reduce test anxiety. The dropped quiz policy is not intended as a way for students to improve their overall grades. Instead, the policy is in place because we understand that students might have to miss a class for various reasons (e.g., [absences](#)) and responsibilities, and anyone can have a bad day on a quiz. Therefore, if a student is absent during an in-class quiz, the grade is recorded as zero and counts as one of their dropped quiz grades. The dropped quiz grade is not calculated, there is no penalty for being absent and please make sure to provide supporting documentation for your absence in Canvas. This is a generous policy; therefore, refrain from asking to make up a class quiz if you are absent from a class unless this is your

fifth excused absence so your grade does not suffer. Disallowed aids during a summative assessment include but are not limited to class notes, books, online resources, phones, or other people. Students may not discuss any aspect of a quiz with classmates or others until the due date/time has passed. Any technical issues should be initially reported immediately for in class assessments to the instructor or TA and for any out of class assessment document with an email to the UF help desk and TA prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise.

Attendance

The instructor will give eight random in-class “attendance check” assignments in Canvas throughout the semester. This will be done at the beginning of the class period and will have some formative questions from the previous lecture that lets the instructor identify student learning needs and areas that need clarification. The formative questions are not graded, and each short attendance check assignment is worth 1 point. The students need only to be present for five checks to receive full credit (100%). If a student is present for fewer than five attendance checks without an excused absence their attendance is graded proportionally (e.g., 4 x .20 = 80%) and for excused absences, the student will have an opportunity to make-up the attendance checks. Also, there will no extra credit will be given for additional attendance checks. Requirements for class attendance in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Abbreviations for Assignments

Abbreviations after the Module #	Description
Qic	Quiz in-class
Qoc	Quiz outside of class
BL	Blended Learning
DB	Discussion Board
INFO	Infographic
RAQ	Random Attendance Quiz

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

Grading:

Requirement	Due	%	Competencies
Tests 1-3	Times and dates posted in Canvas	30	SLO 1, SLO 4, SLO 6 D10.2, D10.6, D10.7, D10.8
Presentations: Videos, Papers	Times and dates posted in Canvas	30	SLO 4 D10.5, D10.7
Projects: In-class, Short Papers, Infographics, Discussion Boards	Times and dates posted in Canvas	20	SLO 6, SLO7 D10.3, D10.8
Quizzes	Random in-class and dates posted in Canvas	15	SLO 1, SLO 4, SLO 6, SLO 7 D10.2, D10.6, D10.7, D10.8
Attendance	Random class dates	5	

Grade Calculation

This course uses the percent/weighted grading function in Canvas. The assignment groups are entered in the assignments page and add up to 100%. The grades summary is not shown until week nine after most of the dropped quiz grades are recorded to avoid confusion. The assignment group percentages mirror the weighting in the table above. Within each assignment group, a percentage is calculated by dividing the total points you earned by the total points possible for all assignments in that group. Examples provided below-

If the assignment group “Projects” includes four assignments (e.g., in-class, short paper, infographics, discussion board) totaling 80 points, and you earn 72 points, you would earn 90% for the assignment group (72/80). This percentage is then multiplied by the selected group weight. Each assignment group calculation is added together to create the final grade.

There are five assignment groups (tests, presentations, projects, quizzes, attendance) weighted at 30%, 30%, 20%, 15%, and 5%, respectively. The total score equation for a course with five assignment groups would be (percentage tests x weight tests) + (percentage presentations x weight presentations) + (percentage projects x weight projects) + (percentage quizzes x weight quizzes) + (percentage attendance x weight attendance) = final course percentage. If you scored 92% on tests, 88% presentations, 90% projects, 98% quizzes, 100% attendance, the final score would be calculated as $(.30 \times .92) + (.30 \times .88) + (.20 \times .90) + (.15 \times .98) + (.05 \times 1.00) = .917$, or 91.7%.

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

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

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Make-up Exams and Assignments

Make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. For excused absences students will be permitted a reasonable amount of time to make up the material or activities covered in their absence. If you miss a test and a make-up test is approved the test will be made up before but no later than the next designated testing date.

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/>).

Technical Issues

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Late Submissions

Late submissions are not encouraged but will be accepted for up to 7 days, but with the following policies and penalty schedule:

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time.

It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should email both the instructor and your teaching assistant, and explain what issue (e.g., bereavement,

illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the 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>

Policy on Collaboration

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

Policy on Recording and Copyrights

"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

Electronic Device Policy: (if in-class)

Use of electronic devices (laptops, tablets, and cell phones) is not permitted during guest lectures and presentations. The necessity of classroom interaction in this course negates the usefulness of electronic devices as a note-taking device. The use of your electronic device during class can also prove distracting to your classmates, so please refrain from using your electronic device during class.

When use of electronic devices is permitted, please adhere to the following-

- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Do not engage in unauthorized communication or entertainment (web surfing, shopping, emailing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson.

Online Etiquette

For further clarification about appropriate email, threads, chats, online collaborations, and camera, please visit *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participant, make sure to arrive on time, and refrain from staring at your phone and have your laptop closed.

Attendance

Students are expected to arrive for class on time, be prepared and ready to participate in class discussions.

Extra Credit

Rarely is extra credit offered, unless there is a situation where a student adds significant value to the class or an activity/event would add value to the students' educational experience.

Make-up Work

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

Academic Integrity

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

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

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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their website for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter, We Care website, which is staffed by 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>

- 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.

College of Public Health and Health Professions Inclusive Learning Environment:

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