

University of Florida
College of Public Health & Health Professions Syllabus
HSA6911 Health Services Research Journal Club (0-1)
 Semester: SUMMER, 2023
 Delivery Format: On-Campus
 Friday 1:30-3:00

Instructor Name: Dr Lee Revere
 Room: HSRMP conference room
 Phone Number: (352) 273-5147
 Email Address: frevere@phhp.ufl.edu
 Office Hours: 1 hour per week immediately following class
 Preferred Course Communications: email

Prerequisites: PhD student in Public Health, Health Services Research concentration

PURPOSE AND OUTCOME

Course Overview: Students critically analyze and discuss high-quality health services research published in the literature.

Relation to Program Outcomes: This course is required of all first and second-year students. The course provides the opportunity for students to immerse themselves in empirical and theoretical literature representing various areas of health services research within public health. It is also designed to facilitate 2nd-year Ph.D. students with their preparation for the preliminary examination.

Course Objectives and/or Goals: Students will be able to:

1. Critically analyze professional literature as evidenced by professional discussion (all students) and written critique
2. Effectively communicate opinions on subcomponents being discussed or being critiqued.
3. Effectively facilitate discussion and/or provide expansion to discussion through active strategies such as the contribution of new ideas, debate, comparison of ideas, recommendations, and directed questions.

Instructional Methods: Critical analysis of literature; group discussion. The facilitator for each weekly session selects relevant literature and offers questions to initiate discussion, led by a faculty member or a 2nd-year PhD student. Students will be expected to complete an article critique and review critiques prepared by others.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: Important theoretical and/or empirical work from the health services research and related literature is assigned in advance each week. The assigned readings represent topical areas corresponding with critical program areas covered on the preliminary exam. Students are expected to read the assigned work selected by the weekly facilitator (faculty or second-year student) prior to class. During class, students are expected to discuss the work with the other class participants and address questions assigned before or asked during the weekly class meetings. This course is taken for 6 weeks each in the summer (typically Summer A) of the first and second years. The second-year students are expected to facilitate a discussion of two relevant works, for which they will also provide a written critique.

Course Materials: All course materials will be available through Canvas. Two guides will be used to facilitate the course discussions and expected outcomes:

- **How to Read and Review a Scientific Journal Article**, Writing Summaries and Critiques from Duke University Writing Studio
- **How To Critique A Journal Article**, Sponsored by The Center for Teaching and Learning at UIS

Week	Date(s)	Facilitator(s)	Topic(s)	Readings
1	5/19/23	Dr. Revere	Course introduction How to write an article critique Journal rankings	Duke University, Writing Studio, How to Read and Review a Scientific Journal Article: Writing Summaries and Critique The Center for Teaching and Learning at UIS, How to Critique a Journal Article Article Critique 1: In class
2	5/26/23	Dr. Hammarlund Ruixan Wang	TBA selected from current literature by faculty member facilitating meeting	1-2 readings assigned in advance by Dr. Hammarlund & PhD facilitator Article Critique 2 assigned: due 6/1/23
3	6/2/23	Dr. Linda Beckman & Dr. Revere	TBA selected from current literature by faculty member facilitating meeting	1-2 readings assigned in advance by Dr. Beckman Article critique assigned by Dr. Revere on 5/26
4	6/9/23	Dr. Chip Mainous *1pm -2pm Dee Kornetti	TBA selected from current literature by faculty member facilitating meeting	1-2 readings assigned in advance by the Dr. Mainous & PhD facilitator Article Critique 3 assigned: due 6/15/23
5	6/16/23	Dr. Young-Rock Hong & Dr. Revere	TBA selected from current literature by faculty member facilitating meeting	1-2 readings assigned in advance by Dr. Hong Article critique assigned by Dr. Revere on 6/9
6	6/23/23	Dr. Ara Jo Rosha Loach	TBA selected from current literature by faculty member facilitating meeting	1-2 readings assigned in advance Dr. Jo & PhD facilitator

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

Assignments:

Grading: This course is graded S/U only. First-year students will take the course for 0 credit. Second-year students will take the course for 1 credit. Students are expected to attend all sessions and actively participate, and points are assigned accordingly. Active participation is defined differently for first- and second-year students.

Weekly Questions/ Comments (5): *To be submitted on Canvas, under assignments by midnight on Thursday before the class in which it will be discussed.*

- First-year students must ask at least 1 unique question or raise a unique issue related to the work and address at least 1 question posed by the faculty facilitator each session to demonstrate they have read the material.
- Second-year students must also provide substantive comments on each work selected by the facilitator in each session. In addition, second-year students will lead discussions of peer-reviewed journal articles in the course, during which they will pose a minimum of three questions relevant to the significant themes or findings of the material assigned.

Article Critiques (3): *To be submitted on Canvas, under assignments by midnight on Thursday before the class in which it will be discussed.*

- All students will provide a 3-4 page written critique of articles assigned by the instructor, specifically addressing the contributions and significance of the article to the field, linking the article's major themes to other content previously presented in the curriculum, critiquing the strengths and weaknesses of the article, and providing a minimum of two recommendations for next steps/additional work needed based on the topic covered in the reading selected for discussion. The article critique is due in advance of the week it will be presented for discussion.

Student facilitation (1 each for 2nd year students): *To be submitted on Canvas, under assignments by midnight on Thursday before the class you will facilitate.*

- Second-year students will lead an article discussion during 1 week of the course. This should include a 3-5 slide presentation of the article, followed by a minimum of 3 discussion points. Students are encouraged to use resources related to article critiques which can be found on Canvas. The presentation and discussion should take ~ 45 minutes.

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Attendance		31% based on the following allocation. 6 sessions = 31 points 5 sessions = 20 points 4 sessions = 10 points 3 or fewer sessions = 0 points
Article Critiques – 1 st and 2nd year students	Weekly, in advance of lecture	24% based on the following allocation: <i>Note, there will be 3 article critiques</i> <ul style="list-style-type: none"> • 8 points/ each– all required sections covered, well written; turned in by deadline • 4 points/ each – missing one required section and/or not well constructed; turned in by deadline • 0 points/ each – missing two or more sections or critique not turned in by deadline
Discussion Participation Grading - 1 st year students	Weekly	45% based on the following allocation: <ul style="list-style-type: none"> • 45 points: Offered relevant questions and comments as required in 6 sessions • 30 points ; Offered relevant questions and comments for most sessions • 15 points: Offered relevant questions and comments infrequently • 0 points: was unprepared

Discussion Participation Grading - 2nd year students	Weekly	25% based on the following allocation: <ul style="list-style-type: none"> • 25 points: Offered relevant questions and comments as required in 6 sessions • 15 points; Offered relevant questions and comments for most sessions • 5 points: Offered relevant questions and comments infrequently • 0 points: was unprepared
Facilitation of Discussion- 2 nd year students	2 nd year students will be assigned 1 sessions to lead	20% based on the following allocation: <ul style="list-style-type: none"> • 20 points – provided all three questions for each article and facilitated discussion with all participants during class • 10 points – Provided all three questions; achieved partial engagement; used relevant directed questions and/or comments about article with some but not all participants • 0 points – Turned in fewer than three questions; did not use strategies throughout class to attempt to engage participants

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

Example: This course is S/U only. A student must have a minimum of 70 points to receive an S. There is no dividing of points between point levels. (For example, a student cannot earn a 65; they would be assigned either 60 or 70 points based on the criterion.)

Grade Points	Grade
70-100	S
Below 70	U

More information on UF grading policy may be found at:

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

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Policy Related to Make Up Work

Unless it is an unforeseen circumstance, students should notify Dr. Revere and the topic facilitator in advance that they will be missing the session and the reason for the absence. If the absence is excused, the student will be required to write a synopsis of article(s) and respond to any questions posed by the topic facilitator to receive grade credit for the session. The write-up will be graded by the topic facilitator.

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 me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Students are required to attend all six sessions of the summer semester unless their absence meets UF's policy for excused absences. UF faculty are bound by UF's 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>

Excused absences must be consistent with university policies in the Graduate Catalog (<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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Electronic Device Policy:

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

When the 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.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) either by laptop or smartphone during class unless it is part of the lesson.
- The expectation is any use of technology will be conducted in a professional and appropriate manner.

Online Etiquette

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

Communication Guidelines

For communications, send emails to the topic facilitator of the week as well as to Dr. Datta to ensure that you receive a response in a timely manner.

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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.php.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>. 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