University of Florida
College of Public Health & Health Professions Syllabus
HSA 6114: Introduction to the US Health Care System
Fall 2023 (3 Credits)
Delivery Format: Online

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Online Office Hours: **Monday 3:00 – 4:00 pm**
https://ufl.zoom.us/j/93792107974

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.

Course Overview
The course provides an overview of the structure of the healthcare delivery system and policy. With periodic changes in diverse aspects of the healthcare 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 healthcare 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 healthcare system.

Assessments	MHA Competencies	MPH competencies
Reflections, Exams	HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the healthcare 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 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.	All competencies listed below are assessed at a basic level through weekly reflection and 3 exams.
Policy Discussion: E-cigarettes	HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the healthcare environment LP-2 – Apply effective and appropriate oral and written communication 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	5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings 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 19. Communicate audience-appropriate public health content (i.e. non-academic, non-peer), both in writing and through oral presentation
Business Memo: ED demand and EMTALA Policy	HEC-1 Perform needs assessments and environmental analyses in support of the program and organizational development. HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the healthcare environment. HOP-1 Propose develop and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations. 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	5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings 7. Assess population needs, assets, and capacities that affect communities' health 10. Explain the 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

Infographic for a public health problem within a special population	LP-2 – Apply effective and appropriate oral and written communication HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the healthcare environment.	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 22. Apply systems thinking tools to visually represent public health issues in a format other than a standard narrative

Instructional Methods

The course is served through UF e-Learning in Canvas. Readings, lecture videos, cases, and reflections are the primary learning tools. Your participation and engagement in the online class is vital to its success.

DESCRIPTION OF COURSE CONTENT

Note: This content may be modified by the instructor if deemed appropriate to meet the learning needs of the course. Students will be given a minimum of 1 week of advanced notice of any lecture-related changes.

Course Schedule

Week	Date	Topic(s)	Text Chapter
Module 1 (weeks 1 – 5): Foundations and Resources			
1	8/23	**Overview of the course and** **An Overview of the US Health Care System & Public Health Essentials** *Presented by Dr. Revere* Video: Empathy-The Human Connection to Patient Care Readings: CDC. 10 Essential Services of Public Health. 2020 *Applied Reflection 1 Due 8/30 at 11pm*	1
2	8/30	**Beliefs, Values, and Health** *Presented by Dr. Revere* Videos: Health and Healthcare Disparities Social Determinants of Health Readings: Maani N, Galea S. The Role of Physicians in Addressing Social Determinants of Health. *JAMA.* 2020;323(16):1551–1552. *Applied Reflection 2 Due 9/6 at 11pm*	2

3	9/6	**Evolution of Health Services** *Presented by Dr. Kates* Videos: Robert Koch, Louis Pasteur, Joseph Lister Pioneers that Helped Transform Medicine Readings: Duffy, T. 2011. The Flexner Report – 100 Years Later ***Applied Reflection 3 Due 9/13 at 11pm***	3
4	9/13	**Health Policy** *Presented by Dr. Revere* Video: COVID-19 and Health Inequity. JAMA Network. Readings: Shen et l. 2021. Ensuring Equitable Access to COVID-19 Vaccines in the US: Current System Challenges and Opportunities. *Health Affairs.* ***Applied Reflection 4 Due 9/20 at 11pm***	13

5	9/20	**Casework and Exam Week**
		
		Resources:
		Sample: Advocacy letter to council member (https://tobacco21.org/sample-letter-council/).
		
		APHA: Public Health Advocacy: the Legal Basics (https://www.apha.org/-/media/files/pdf/advocacy/2020_changelab_annual_meeting_presentation.ashx?la=en&hash=BD21A3D5D25A3D2937FC7DB3FC512D19E4A39810)
		
		Assignments:
		Policy Discussion (Part 1): E-cigarette regulation **presentation**
		          due on discussion board 9/22 at 11pm
		Policy Discussion (Part 2): E-cigarette policy **discussion**
		          due on discussion board 9/24 at 11pm
		
		Module Exam 1 (3 hours): Opens 9/26 at 8 am and Due 9/27 at 11pm
		
		Policy Discussion (Part 3): E-cigarette policy **advocate letter**
		          due posted to 'assignments' on 10/1 at 11pm	

Module 2 (weeks 6 – 10): Processes, Cost, and Outcomes

6	9/27	**Health Services Financing** *Presented by Dr. Jo* Video: Medicare Sustainability Why US Healthcare is getting more expensive Readings: Papanicolas et al. 2018. Health Care Spending in the United States and Other High-Income Countries. *JAMA* Kurani et al., 2021. Price transparency and variation in U.S. health services. *Peterson-KFF Health System Tracker.* *Applied Reflection 5 Due 10/4 at 11pm*	6
7	10/4	**Managed Care Organizations** *Presented by Dr. Revere* Video: What is Managed Care Reading: Rosengren. 2021. Moving to Value-based care is a marathon. We've barely begun. *AcademyHealth.* KFF. Key Facts about the Uninsured Population. 2020. *Applied Reflection 6 Due 10/11 at 11pm*	9
8	10/11	**Health Care Access and Quality of Care** *Presented by Dr. Revere* Video: Frontline "Doctor Hotspot". PBS. Jan 24, 2011. Readings: Sanghavi et al. Association of Low-value care exposure with health care experience ratings among patient panels? *JAMA.* 2021 Gawande A. The Hot Spotters. *The New Yorker* *Applied Reflection 7 Due 10/18 at 11pm*	12
9	10/18	**Outpatient and Primary Care Services and Inpatient Facilities and Services** *Presented by Drs. Revere and Jo and Avery Bollinger* Reading: Starfield B, Shi L, Macinko J. Contribution of primary care to health systems and health. The milbank quarterly. 2005 Sep;83(3):457-502. *Applied Reflection 8 Due 10/25 at 11pm*	7 & 8
10	10/25	**Casework and Exam Week** Case Study: Emergency Department Demand and the EMTALA due posted to 'assignments' 10/29 at 11pm **Module Exam 2 (3 hours): Opens 10/31 at 8 am and Due 11/1 at 11pm**	

Module 3 (weeks 11 – 15): Comparative Assessment and Future

12	11/1	**Medical Technology** ***Presented by Dr. Revere*** Readings: 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. 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. ***Applied Reflection 9 Due 11/8 at 11pm***	5
12	11/8	**Long-Term Care and Health Care System for Special Population** ***Presented by Dr. Beau De Rochars*** ***Applied Reflection 10 Due 11/15 at 11pm***	10
13	11/15	**The Future of Health Care Services Delivery** ***Presented by Dr. Revere*** Readings: Stuart M. Butler. 2020. After COVID-19, Thinking Differently About Running the Health Care System. *JAMA* Beier et al. Ten actions for better post-pandemic health care in the US. *Health Affairs Forefront*. 2020. ***Applied Reflection 11 Due 11/22 at 11pm***	14
14	11/22	**Thanksgiving Holiday**	
15	11/29	**Casework and Exam Week** Resources: *Video: Dr. Kates lecture on creating an infographic* Infographic Seminar Handout Public health infographic for a special population: due posted to the discussion board by 12/3 by 11 pm **Module Exam 3 (3 hours): Opens 12/5 at 8 am and Due 12/6 at 11pm**	
	12/06	**Reading Days: December 7-8** Public health infographic discussion for adapting to an International audience due posted to 'assignments' by 12/9 at 11pm	

Course Materials

Required Materials

1. [REQUIRED] Leiyu Shi and Douglas A. Singh, *Delivering Health Care in America: A Systems Approach.* Jones & Bartlett Learning; 8 edition. 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 posted on Canvas a week before each class.

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

Assessments

This course has three Module Exams and 11 Applied Reflections. Assessments cover the course materials, lectures, assigned readings, and textbook chapters. The Module Exams are NOT cumulative. You are allowed to use your textbook, notes, and other course materials. You are not allowed to share questions or answers with other students. Failure to abide by this policy will result in a 0 on the assessment. Note, only 10 of your Applied Reflections will count towards your grade, the highest 10 grades will be used. This provides you the opportunity to 'skip' or 'drop' 1 Applied Reflections.

OPTIONAL: There are optional quizzes for each chapter that can be used to check your knowledge. These are not graded and may be taken multiple times.

Assignments
1. **E-cigarette Use Regulation**

The purpose of the case study is to have you consider diverse national and international perspectives about the use of e-cigarettes and their impact on the healthcare delivery system, and to practice proposing a policy to the US and another international government. (Part 1) First, you will read the Harvard Business Review case study about E-Cigarettes. Each student will be assigned to represent an entity (for example health services managers, tobacco businesses, e-cigarette businesses, public health professionals, etc.) and should create a PowerPoint presentation answering the case questions in a way that represents the concerns and position of your assigned entity. (Part 2) Next, you will watch and provide input to 3 classmates' presentations, again from the perspective of your assigned entity. Third, you should respond to questions/concerns that other classmates have provided on your presentation; note each classmate will represent a different entity so you will receive a lot of different perspectives. The goal of this discussion activity is to understand how to propose and enact a health policy in the US and internationally by compromising with different interest groups. (Part 3) Last, you will write an advocacy letter from the perspective of your entity while clearly considering the perspectives provided by other classmates (entities).

Format
   a. This assignment has three parts: Part 1) present your entity's viewpoints through the Powerpoint video presentation uploaded to the discussion board, Part 2) Actively discuss with 3 other classmates using the discussion board, and Part 3) After discussing with other entities and reviewing all the discussions, write an advocacy letter to a US council member (Max 300 words).

b. The presentation should be a maximum of 5 minutes and uploaded to the discussion board.
c. In-text citations and references should be formatted using AMA style
(https://nwtc.libguides.com/citations/AMA)

Policy Presentation (Part 1):
You will respond to the following questions in each policy cycle and address your points clearly with reasonable rationale in your presentation from the perspective of your assigned entity. The presentation will be uploaded to the discussion board and accessible to your classmates. *Remember – your presentation and discussion for this assignment should be from the viewpoint of your assigned entity – not from your personal views.*

1. Current Policy Evaluation
   a. What kinds of current US policies have been established with respect to e-cigarettes?
   b. What was the process of establishing those US policies? (i.e., Who led the enactment of the policy, which agency is responsible for those policies, etc.)
   c. Assess the benefits or harms of current US policies from your entity's standpoint.
   d. How does the US policy on e-cigarettes differ or compare to the policy of another country from the viewpoint of your assigned entity? You may select an international country of your choice for this part of the assignment.
2. Issue raising
   a. Describe current issues of e-cigarettes for the US and for the country of your choice, from the perspective of your assigned entity.
   b. Assess the benefits or harms of e-cigarettes to consumers. (i.e., current cigarette smokers, never smokers, former smokers) using scientific evidence. Be sure your evidence supports your entity's views.
   c. Assess the public health benefits and risks of e-cigarettes using scientific evidence.
3. Policy design
   a. How should e-cigarettes be regulated? Provide specific regulations with respect to your entity's perspective. If your entity's perspective differs for US vs international regulations, please explain.
   b. Do you/ your entity think e-cigarettes should be considered medicinal products in the US? In your country of choice?
   c. What are the potential challenges or counterarguments of your entity's perspective?
   d. What is your rationale for your entity's perspective or opinion?

Policy Discussion (Part 2):
After your presentation, the next step of the policy-making process is policy implementation and evaluation. Review the presentation of 3 classmates. On the discussion board, discuss the following questions with these 3 classmates. Continue to assume the views of your assigned entity.

4. Policy implementation and subsequent evaluation
   a. Suppose that the proposed policy has been adopted. What are the potential challenges in implementing the policy? Do you think it is feasible to implement the proposed policy?
   b. Evaluate the proposed policy for its impact on public health and health equity, from your entity's viewpoint.
   c. What are the strengths and weaknesses of the proposed policy based on your entity's view?

Advocacy Letter (Part 3):
Review the discussion board and arguments for and against your policy. Consider the impact of your policy on other entities, taking into account their remarks on the perceived strengths and weaknesses. Based on the input from various entities, write an advocacy letter to a US council member.

Rubric (15 pts)
   a. Presentation (5 pts): Present key viewpoints on behalf of your entity clearly. Evaluate current e-cigarette policy and discuss challenges your entity may face. A scientific and logical rationale should be provided.
   b. Discussion (5 pts): Ask a question or rebut at least 3 other entities' (classmates) policies. Respond to a question given by at least 3 other entities. Comments should reflect your entity's perspective
   c. Advocacy Letter (5 pts): Clearly state your advocacy with rationale.

2. **Case Study: Emergency Department Demand and the Emergency Medical Treatment and Labor Act (EMTALA)**

This assignment requires you to assume the role of an international 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 of the town**.

The business memo should provide a summary of the case, inclusive US policies and norms, and a 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 the 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 healthcare delivery system. Read multiple 'considerable questions' described on the Assignment tab for the memo prior to beginning this assignment.

Format
- Should be in **a business memo format**. The memo should consist of three sessions, 1) a summary of the problem, 2) a 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 a maximum of 3 pages in length (excluding reference/table/figure), double-spaced, with 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
- The memo should cite some scientific evidence about ED care and ED patients, inclusive of social determinants that may differ among many of these individuals. The evidence should base on 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

Rubric (15pts)
a. Summary/overview (8pts): Based on the considerable questions above, summarize current ED problems with any assumptions you made based on both ED patients and special populations. Describe ED patient characteristics, reasons for ED use and city population needs. Address why the current ED policy is associated with this circumstance.
b. Solutions (6 pts): Based on responses to the 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 submissions are not allowed. (0.5 pts deduction)

3. **Special Populations Infographic**

This assignment has two parts. Part 1 requires you to create an infographic aimed at informing individuals about your special population and their specific public health need. The target population could be the special population, legislatures, or the general public. Part 2 of the assignment requires you to review the infographics created by 3 of your classmates and discuss, via the discussion board, how the information would or would not need to change if the special population or the target audience was international. For this part of the assignment, you should select a non-US country and briefly describe how the special population or target population in this county differs, or not, from the US-based population.

Part 1: Develop an Infographic (10 pts)

1. Identify at least four articles in PUBMED or Google Scholar that discuss a special population that is impacted by a public health issue.

2. Read the Infographic Seminar Handout and review Dr. Kates's videos on creating an infographic. Pay particular attention to Infographic Design: Nine Strategies, which you can apply to your infographic.
3. Use an infographic to visually represent the information and data you find on the special population.
4. This assignment requires you to think critically about the articles you read then develop a new and original infographic and apply that knowledge. The infographic is a summary and visually represents the information and data you researched. The summary could be what was learned, a call for action, a description of the next step, or an explanation of what can be done with this new knowledge. For example, a policy recommendation to address social factors, a change in health services, or a way to address individual behavior. I would like to see you 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 Microsoft Word or PowerPoint(Keynote in Mac OS).

Part 2: Infographics for International Audiences (4 pts)

The purpose of part 2 of this assignment is for you to think critically about special populations internationally. What are the commonalities that these populations share? How does the public health issue differ in a non-US country? What considerations must be given to educating and or increasing awareness in our international communities? For part 2, you should select one country to focus on and use your knowledge of that country to comment on 3 different infographics of your classmates.

Tips & Important Details to Remember

1. Remember an infographic is more than simply displaying data it is about making connections. Infographics provide a rich medium to visualize data, information and can improve your critical thinking skills. The goal is to combine the verbal and visual elements to increase the effectiveness of your communication. Ultimately your infographic should demonstrate that you filtered the information, establish relationships, identify patterns, and present that information as more meaningful knowledge. The John Snow example above used the outbreak points to make the connection to the source of the problem. Another idea might be to use images in the education bars like the example below.

2. Remember to cite your articles, data, and images in your infographic using APA formatting. APA Guidelines. (Links to an external site.)
3. Purdue Owl (Links to an external site.) is another great resource.

4. Avoid an excessive amount of text remember this is an infographic, not a report.

5. Avoid Common Errors and Mistakes

Paraphrasing Errors: Paraphrasing is important because it shows you understand the content you read about well enough to write it in your own words. Material cited directly needs to be in quotations; changing a few words is not paraphrasing and can get you in trouble.

Strength of the Conclusion: The conclusion is important because it can provide a clear summary of what was learned, a call for action, a description of the next step, or an explanation of what can be done with the new knowledge you presented in the infographic

Missing Originality and Creativity: An infographic should be a balance between the ideas of others and your own ideas. The goal of the infographic is to aggregate your research to create new knowledge or insights about an issue, not to make a list. Therefore, the infographic should be one page with references at the bottom; the recommendation was to use a smaller font and not use the APA hanging indent so the infographic could be one page. A narrative is present in the infographic, starting with a striking title that introduces the topic.

APA & Reference Issues: Use short APA in-text citations in the infographic. (Note the business memo required AMA formatting… these are different!).

Zotero Errors and Recommendations: Watch for ND (no date) and go the distance to find a date and edit in Zotero. Learn to abbreviate long in-text citations; for example, (Rural Health Information Hub, 2021) could be (RHIB, 2021) which is as easy as changing the author in Zotero.

Grading

Final grades will reflect your performance in these areas:

Requirement		Percentage
Applied Reflections	10 Applied Reflections* (2 points each)	20%
Module Exams	3 Module Exams (12 points each)	36%
Assignments	Case Study: ER Demand and EMTALA	15%
	Policy Debate: E-cigarette Use Regulation presentation (5 pts); discussion (5 pts); advocacy letter (5 pts)	15%
	Special Populations Infographic (US) (10 pts) Special Populations Infographic (International) (4 pts)	14%

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

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 the 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 it 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 of 0.5 points of the grade of each assignment.

Recording Within the Course:
Students are allowed to download 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.

Netiquette Guideline
Please read the 'Netiquette Guideline' on Announcement carefully.

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 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 website 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 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 nondiscrimination 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 the inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu