

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6114: Introduction to the US Health Care System
 Summer C 2023 (3 Credits)
 Delivery Format: Online Course
 UF e-Learning: <http://elearning.ufl.edu/>

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

Email Policy: Response within 24 hours to emails received on weekdays (Monday-Friday) 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 health care system, its dynamic mechanism should be understood. Particularly, the course encompasses organizational structure, workforce, healthcare cost, diverse healthcare delivery models, health policy and technology.

Relation to Program Outcomes

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

Course Objectives and/or Goals

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

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

Competencies

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

Assessments	MHA Competencies	MPH competencies
Quizzes, Knowledge Checks	HOP-4 Understand and articulate the role of health information systems for administrative and clinical functions, including issues that may impact patient care, data privacy and systems security for the enterprise. HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the health care environment	All competencies listed below are assessed at a basic level through weekly quizzes and 3 module knowledge checks.
Policy Discussion: E- cigarettes	HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the health care environment LP-2 – Apply effective and appropriate oral and written communication	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
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 health care environment. HOP-1 Propose develop and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations.	7. Assess population needs, assets and capacities that affect communities' health 10. Explain basic principles and tools of budget and resource management 15. Evaluate policies for their impact on public health and health equity 19. Communicate audience-appropriate public health content (i.e. non-academic, non-peer), both in writing and through oral presentation
Compare International Health Care System	HEC-2 Analyze and synthesize government policies, laws, and regulations that affect the health care environment. HOP-2 – Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services LP-2 – Apply effective and appropriate oral and written communication	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
Infographic for a public health problem within a special population	LP-2 – Apply effective and appropriate oral and written communication	22. Apply systems thinking tools to visually represent a 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, and discussion are the primary learning tools. Your participation and engagement in the online class are 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	5/15	<p>Overview of the course <i>Presented by Dr. Beau De Rochars</i></p> <p>An Overview of the US Health Care System & Public Health Essentials <i>Presented by Dr. Revere</i></p> <ul style="list-style-type: none"> • CDC. 10 Essential Services of Public Health. 2020 • Video: Empathy-The Human Connection to Patient Care (https://www.youtube.com/watch?v=cDDWvj_q-o8) <p>Weekly Quiz (45 minutes) Due 5/21 at 11:59pm</p>	1
2	5/22	<p>Beliefs, Values, and Health <i>Presented by Dr. Revere</i></p> <ul style="list-style-type: none"> • Video: Health and Healthcare Disparities (https://www.youtube.com/watch?v=8PH4JYfF4Ns&t=112s) • Video: Social Determinants of Health (https://www.youtube.com/watch?v=8PH4JYfF4Ns&t=112s) • Maani N, Galea S. The Role of Physicians in Addressing Social Determinants of Health. <i>JAMA</i>. 2020;323(16):1551–1552. <p>Weekly Quiz (45 minutes) Due 5/28 at 11:59pm</p>	2
3	5/30	<p>Evolution of Health Services <i>Presented by Dr. Kates</i></p> <ul style="list-style-type: none"> • Video: Robert Koch, Louis Pasteur, Joseph Lister • Video: Pioneers that Helped Transform Medicine • Duffy, T. 2011. The Flexner Report – 100 Years Later <p>Weekly Quiz (45 minutes) Due 6/4 at 11:59pm</p>	3
4	6/5	<p>Health Policy <i>Presented by Dr. Beau De Rochars</i></p> <ul style="list-style-type: none"> ▪ Video: COVID-19 and Health Inequity. JAMA Network. (https://youtu.be/4Q2MsgfhWZk) ▪ Kaufman EJ et al. State firearm laws and interstate firearm deaths from homicide and suicide in the United States: a cross-sectional analysis of data by county. <i>JAMA internal medicine</i>. 2018 May 1;178(5):692-700. ▪ Shen et I. 2021. Ensuring Equitable Access to COVID-19 Vaccines in the US: Current System Challenges and Opportunities. <i>Health Affairs</i>. ▪ 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) <p>Weekly Quiz (45 minutes) Due 6/11 at 11:59pm</p>	13

5	6/12	Health Services Professionals: <i>Presented by Drs. Beau De Rochars (part 1) and Jo (part 2)</i> <ul style="list-style-type: none"> ▪ Basu et al. Association of Primary Care Physician Supply With Population Mortality in the United States, 2005-2015. <i>JAMA</i>, 2019. ▪ Ochieng et al. Nursing Facility Staffing shortages during the COVID-19 pandemic. <i>KFF</i>. 2022. Weekly Quiz (45 minutes) Due 6/18 at 11:59pm	4
Knowledge Check 1 (1.5 hours) Due 6/18 at 11:59pm Policy Discussion: E-cigarette regulation presentation due on discussion board 6/18 at 11:59pm			
Module 2 (weeks 6 – 10): Processes, Cost, and Outcomes			
6	6/19	Health Services Financing <i>Presented by Dr. Jo</i> <ul style="list-style-type: none"> ▪ Video: Medicare Sustainability https://www.khanacademy.org/humanities/us-government-and-civics/american-civics-parent/american-civics/v/medicare-sustainability ▪ Video: Why US Healthcare is getting more expensive https://www.youtube.com/watch?v=QRihG16iSug ▪ Papanicolas et al. 2018. Health Care Spending in the United States and Other High-Income Countries. <i>JAMA</i> ▪ Kurani et al., 2021. Price transparency and variation in U.S. health services. <i>Peterson-KFF Health System Tracker</i>. Policy Discussion: E-cigarette policy discussion due 6/25 at 11:59pm Weekly Quiz (45 minutes) Due 6/25 at 11:59pm	6
7	6/26	(Summer break) Project Workweek	
8	7/3	Managed Care Organizations, Health Care Access and Quality of Care <i>Presented by Dr. Revere and Dr Jo</i> <ul style="list-style-type: none"> ▪ Video: What is Managed Care https://study.com/learn/lesson/managed-care-history-systems-types.html ▪ Nyman JA. Is 'moral hazard' inefficient? The policy implications of a new theory. <i>Health Affairs</i>. 2004. ▪ Rosengren. 2021. Moving to Value-based care is a marathon. We've barely begun. <i>AcademyHealth</i>. ▪ KFF. Key Facts about the Uninsured Population. 2020. ▪ Sanghavi et al. Association of Low-value care exposure with health care experience ratings among patient panels? <i>JAMA</i>. 2021 ▪ Andersen. Revisiting the Behavioral Model and Access to Medical Care: Does it Matter?, 1995 ▪ Gawande A. The Hot Spotters. <i>The New Yorker</i> ▪ Video: Frontline "Doctor Hotspot". PBS. Jan 24, 2011. https://www.youtube.com/watch?v=0DiwTjeF5AU Policy Discussion: E-cigarette policy advocate letter due 7/9 at 11:59pm Weekly Quiz (45 minutes) Due 7/9 at 11:59pm	9, 12
9	7/10	Outpatient and Primary Care Services <i>Presented by Avery Bollinger</i> <ul style="list-style-type: none"> • Starfield B, Shi L, Macinko J. Contribution of primary care to health systems and health. <i>The milbank quarterly</i>. 2005 Sep;83(3):457-502. Weekly Quiz (45 minutes) Due 7/16 at 11:59pm	7

10	7/17	Inpatient Facilities and Services <i>Presented by Dr. Beau De Rochars</i> <ul style="list-style-type: none"> TBD Weekly Quiz (45 minutes) Due 7/23 at 11:59pm	8
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Knowledge Check 2 (1.5 hours) Due 7/23 at 11:59pm
Case Study: Emergency Department Demand and the EMTALA due 7/23 at 11:59pm

Module 3 (weeks 11 – 13): Comparative Assessment and Future

11	7/24	Comparative International Examples of HealthCare Delivery & Systems Thinking <i>Presented by Dr. Beau De Rochars</i> <ul style="list-style-type: none"> Afshari et al. 2013. Electronic Health Indicators in the selected countries: Are these indicators the best? <i>J. Educ Health Promot.</i> Weekly Quiz (45 minutes) Due 7/30 at 11:59pm	
12	7/31	Long-Term Care and Health Care System for Special Population <i>Presented by Dr. Beau De Rochars</i> <ul style="list-style-type: none"> Video: <i>Dr. Kates lecture on creating an infographic</i> Infographic Seminar Handout Weekly Quiz (45 minutes) Due 8/6 at 11:59pm Public health infographic for a special population due 8/6 at 11:59pm	10, 11
13	8/7	Medical Technology and the Future of Health Care Services Delivery <i>Presented by Dr. Revere</i> <ul style="list-style-type: none"> 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. <i>JAMA network open.</i> 2022 Mar 1;5(3):e220269. Char DS et al. Implementing machine learning in health care—addressing ethical challenges. <i>The New England journal of medicine.</i> 2018 Mar 15;378(11):981. Park S, Choi GJ, Ko H. Information technology–based tracing strategy in response to COVID-19 in South Korea—privacy controversies. <i>JAMA.</i> 2020 Apr 23. Stuart M. Butler. 2020. After COVID-19, Thinking Differently About Running the Health Care System. <i>JAMA</i> Beier et al. Ten actions for better post-pandemic health care in the US. <i>Health Affairs Forefront.</i> 2020. Weekly Quiz (45 minutes) Due 8/11 at 11:59pm	5,14

Knowledge Check 3 (1.5 hours) Due 8/11 at 11:59pm
International Healthcare Delivery Systems Presentation
Due 8/11 At 11:59pm

Course Materials

Required Materials

- [REQUIRED] Leiyu Shi and Douglas A. Singh, *Delivering Health Care in America: A Systems Approach*. Jones & Bartlett Learning; 8 edition. ISBN-10: 9781284124491
- [REQUIRED] Harvard Business Publishing, Education: *E-Cigarettes: Marketing vs Public Health* (<https://hbsp.harvard.edu/import/842376>) ???

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

Sources for Additional Information

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

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

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

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

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

ACADEMIC REQUIREMENTS AND GRADING

Assessments

This course has three knowledge checks and 12 weekly quizzes on individual assessment. Assessments cover the course materials, lectures, assigned readings, and textbook chapters. The knowledge checks and weekly quizzes 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.

Only 10 of your weekly quizzes will count towards your grade; the highest 10 grades will be used. This provides the opportunity for 2 weekly quizzes to be discounted. The weekly quizzes will be multiple choice, short answer, etc..

Note that the knowledge checks will have longer answers. They will not be multiple choice. There will be 3 knowledge checks with 3 questions on each, for a total of 25 points. (For knowledge check 1, you will choose one question to answer worth 5 points; for knowledge check 2, you will choose 2 questions to answer worth 10 points; and for knowledge check 3, you will choose 2 questions to answer worth 10 points.)

Assignments

1. **[GROUP Work] E-cigarette Use Regulation**

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

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

1. Current Policy Evaluation

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

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

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

Format

- a. This assignment has three parts: 1) present your viewpoints through the power point video presentation uploaded to the discussion board, 2) Actively discuss with at least 3 other stakeholders using the discussion board and 3) After discussing with other entities and reviewing all the discussions, you should select the best policy and write the advocacy letter to a council member (Max 300 words) on the board.
- b. The presentation should be maximum 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>)

Rubric (15 pts)

- a. Presentation (5 pts): Present key viewpoints on behalf of your entity clearly. Evaluate current e-cigarettes policy and discuss challenges your entity may face. A scientific and logical rationale should be provided.
 - b. Discussion (5 pts): Ask a question or rebut at least 3 other entity's viewpoint. 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: [GROUP Work] Emergency Department Demand and the Emergency Medical Treatment and Labor Act (EMTALA)**

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

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

Format

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

Rubric (15pts)

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

3. [GROUP Work] Special Populations Infographic

1. Identify at least four articles in PUBMED or Google Scholar that discusses 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. In closing your assignment is 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, 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).

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 as 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 paraphrased 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

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.

4. **[GROUP Work] Comparative International Examples of Healthcare System**

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

You are asked to:

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

Format

- This assignment includes two parts: 1) present your viewpoints through the power point presentation, 2) Q&A.
- The presentation should be maximum 10 minutes.
- In-text citations and references should be formatted using AMA style.

Rubric (20 pts)

- a. Introduction (5 pts): Introduce a health care delivery system and the social and cultural characteristics of the country your group chose. Compare similarities and differences of the health care system between the US and the country your group selected.
- b. Identifying problems in the US health care system (6 pts): In-depth reflection on identifying key issues of US health care and justifications for your choices are well demonstrated and supported in the design of the ideal US health care system
- c. Solutions (6 pts): Proposed feasible and applicable solutions for implementation of the design in considering all vital components. Examples should be specific and clear with well-organized analysis

describing practical steps to improve the US health care with evidence-based approaches from the international health care and knowledge gained throughout the semester on health care.

- d. Presentation (3 pts) within 10 minutes with appropriate level of detail.
- e. Extra page(s) and late submission will each reduce 0.5 pts of total grade.

5. Participation and Peer Evaluation

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

Peer evaluation (5 pts): You are going to assess your peers' contributions to group works throughout the semester. Submit the peer evaluation to the peer evaluation assignment tab. If you don't submit a peer evaluation, your peer evaluation will be zero. Note this assignment is worth 5% of your grade. The evaluation template is posted on Canvas. **The due date is August 11 (Friday) 5:00 pm.**

While the peer evaluation does help us understand the contribution of members, please reach out to the instructor or TA to help resolve issues or conflicts you are unable to resolve among yourselves.

Grading

Final grades will reflect your performance in these areas:

Requirement			Points
Individual	Weekly Quizzes	12 weekly quizzes* Will count the 10 highest (1.5 points each)	15
	Knowledge Checks	Knowledge Check 1	5
		Knowledge Check 2	10
		Knowledge Check 3	10
Group	Assignments	Policy Debate: E-cigarette Use Regulation	15
		Case Study: ER demand and EMTALA	15
		Special Populations Infographic	10
		Research Paper & Presentation: Comparative Health Care System	15
Peer Evaluation			5
Total points			100

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

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

- There will be no rounding up for grade increments, for example a 92.99 is an A-. Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

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

More information on UF grading policy may be found at:

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

Policy Related to Make up Exams or Other Work

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

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

Policy Related to Required Class Attendance

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate

documentation. Additional information can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Professionalism Course Requirement language

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

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 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 Shand's 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